

**ERROR ANALYSIS ON USING ACTION VERB IN WRITING RECOUNT
TEXT OF THE EIGHTH GRADE STUDENTS AT THE FIRST
SEMESTER OF SMPN 1 SUMBEREJO
IN THE ACADEMIC YEAR OF
2018/2019**



A Thesis

**Submitted as a partial fulfillment of requirements of the Degree of Strata
(S1)**

By :

Umi Afifa

NPM. 1411040184

Study Program : English Education

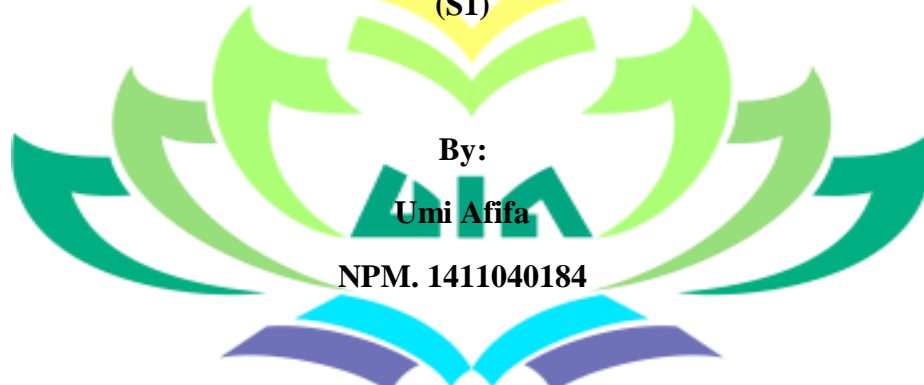
**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
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**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
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2019**

ABSTRACT

ERROR ANALYSIS ON USING ACTION VERB IN WRITING RECOUNT TEXT OF THE EIGHTH GRADE STUDENTS AT THE FIRST SEMESTER OF SMPN 1 SUMBEREJO IN THE ACADEMIC YEAR OF 2018/2019

By

UMI AFIFA

This research was conducted based on the phenomenon happened in the school. The students had low ability in grammar. They got difficulty in constructing sentences by using action verb. Therefore, this thesis discussed the error analysis on using action verb in writing recount text. The purpose of this research was to classify the types of errors made by the students and find out the sources of errors which students made on using action verb in writing recount text.

This research was conducted based on descriptive qualitative analysis. The subjects of the research were the students at the first semester of SMPN 1 Sumberejo while the sample was class VIII F which consisted of 36 students, it was considered by using purposive sampling technique. In collecting the data, this research used writing task to identify the students' errors on using action verb in writing recount text based on linguistic category taxonomy and sources of errors according to Brown's theory.

The result of the research showed that there were 9 types of errors made by the students. The highest two common errors were miselection of verb-1 for past event with the number of errors 116 or 42,96% and omission of -ed in regular past tense with the number of errors 59 or 21,85 %. The lowest two errors were addition of 'be' as full verb errors that were 2 items or 0,74% and negative transformation with 5 items or 1,86%. Based on the total result types of errors, this research found that the number of total source of errors were interlingual transfer had 195 or 72,22 % source of errors, intralingual transfer had 59 or 21,85 % source of errors and communication strategy with had 16 or 5,93 %. Thus, interlingual transfer was the major source of errors made by the students.

Keyword: Analysis, Error, Types, Sources, Writing, Recount Text, Action Verb



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MOTTO

(١) اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

(٢) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ

(٣) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ

(٤) الَّذِي عَلَّمَ بِالْقَلَمِ

(٥) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

1 Convey thou the Name of thy Lord Who created,

2 Created man from a clot of blood.

3 Convey! And thy Lord is the Most Generous,

4 Who taught man by the pen,

5 Taught man what he knew not. (Q.S Al-‘Alaq, 1-5)¹

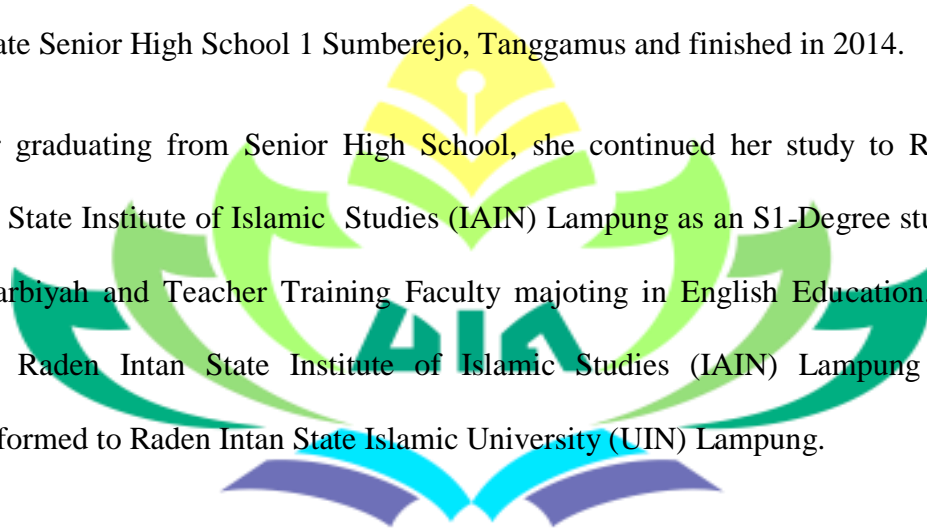
¹ Maulawi Sher ‘Ali, The Holy Qur’an, Arabic Text and English Translation, Islam International Publications Limited, UK, 2004, p. 741

CURRICULUM VITAE

Umi Afifa was born on January, 7th 1996 in Gunung Batu, Tanggamus, Lampung. She is the youngest child of Mr.Slamet and Ms.Mariyah. She has an elder sister and two elder brothers, they are Musrifah, Mustangirun and Chaniffudin.

She began her study to State Elementary School 1 Margoyoso, Tanggamus in 2002 and finished in 2008. Then she continued her study to State Junior High School 1 Sumberejo, Tanggamus and finished in 2011. After that, she continued to State Senior High School 1 Sumberejo, Tanggamus and finished in 2014.

After graduating from Senior High School, she continued her study to Raden Intan State Institute of Islamic Studies (IAIN) Lampung as an S1-Degree student of Tarbiyah and Teacher Training Faculty majoting in English Education. But now; Raden Intan State Institute of Islamic Studies (IAIN) Lampung was transformed to Raden Intan State Islamic University (UIN) Lampung.



DECLARATION

I hereby certify that this thesis entitled: Error Analysis on Using Action Verb in Writing Recount Text of the Eighth Grade Students at the First Semester of SMPN 1 Sumberejo in the Academic Year of 2018/2019 is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung,

2019

Declared by,

Umi Afifa

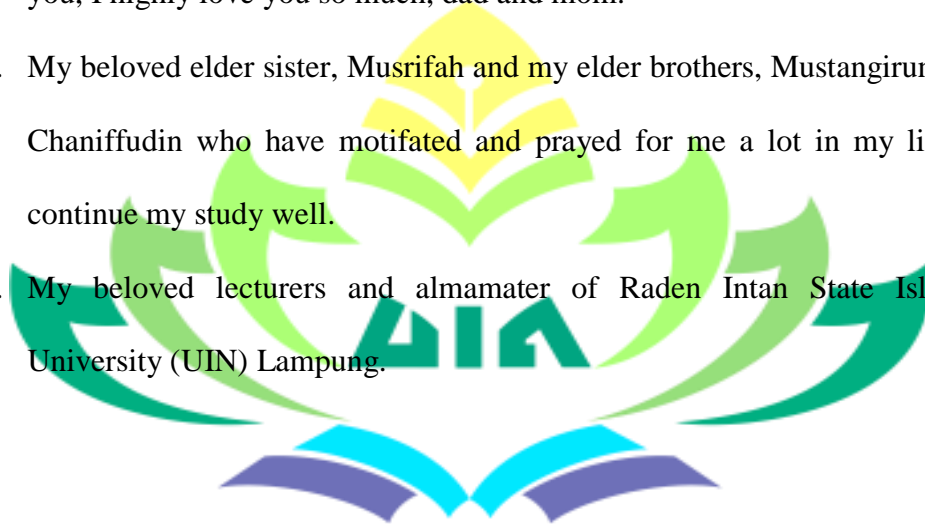
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DEDICATION

Praise and gratitude be to Allah SWT for his abundant blessing for me, and from my deep of heart and great of love, this thesis is dedicated to:

1. My beloved parents, Mr.Slamet and Mrs.Mariyah who always support, advice, love and keep on praying for my life. The biggest thanks to both of you, I highly love you so much, dad and mom.
2. My beloved elder sister, Musrifah and my elder brothers, Mustangirun and Chaniffudin who have motivated and prayed for me a lot in my life to continue my study well.
3. My beloved lecturers and alumnus of Raden Intan State Islamic University (UIN) Lampung.



ACKNOWLEDGMENT

First of all, Praise to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled “Error Analysis on Using Action Verb in Writing Recount Text of the Eighth Grade Students at the First Semester of SMPN 1 Sumberejo in the Academic Year of 2018/2019” is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1- degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teaching Training Faculty, UIN Raden Intan Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
2. Meisuri, M.Pd as the chairperson of English Education Study Program of UIN Raden Intan Lampung and the first advisor for her guidance help and countless time given to the researcher to finish this final project.
3. Yulan Puspita Rini, M.A, the second advisor who has spent countless hours correcting this final project for its betterment.
4. Satria Adi Pradana, M.Pd, the primary examiner.

5. All lecturers at English Education Study Program of UIN Raden Intan Lampung who gave the guidance and spirit in conducting this research.
6. The principal and the English teacher of SMPN 1 Sumberejo for permitting and helping the researcher to conduct the research.
7. All friends of English Education Study Program of UIN Raden Intan Lampung, especially my beloved friends in PBI C class.
8. My close friends, Dana, Ayu, Ria, Selvi, Tia, Tami, Cici, Fatin for supporting and helping the researcher.
9. Muhammad Rifa'i, who had supported until the end of this thesis making process.

Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

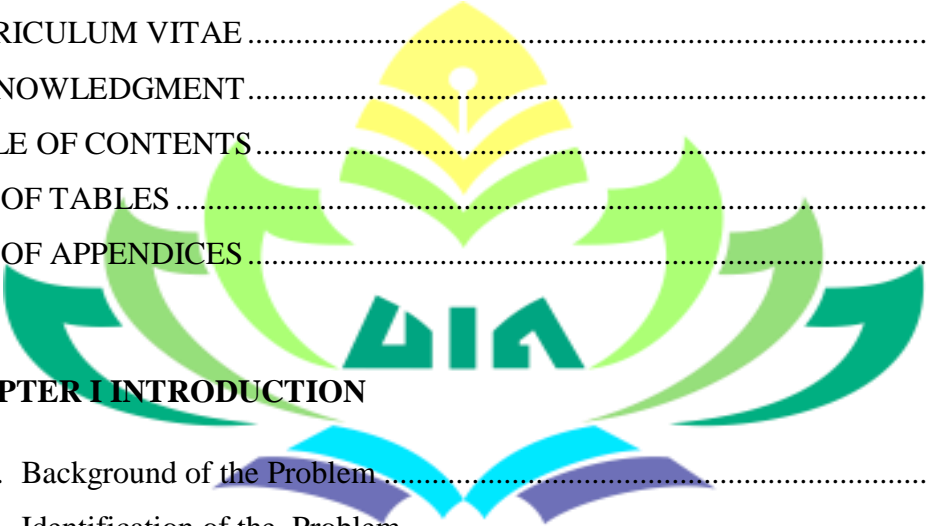
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a set of rules used by human as a tool of their communication. The use of the language is governed by the conventional rules shared by the speakers of the language.² In process of knowing, language acts as a carrier or medium for conveying the knowledge from one individual to the other. It integrates knowledge acquired through varied sources at varied places and names the knowledge as a concept or a name. It helps in memorising and recalling.³

Language facilitates the process of knowing. The role of language in constructing knowledge is vital. Language is commonly understood as a tool to describe and report the reality. However, this is a limited view of language since language is not only content, it also provides context and a way to re-contextualise content. It is argued that language significantly influences how we construct knowledge while interacting with each other. Language affects our thinking. While constructing knowledge, we are processing cognitions through language. Therefore, language is considered as a vehicle of thought.⁴ It means that language is a way to get knowledge by absorbing an information and then describing it in a concept form.

² Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), p.1.

³ "Basics in Education", *Textbook for B.Ed.Course* (New Delhi: Karan Press, 2014), p.120

⁴ Ibid.

By the end of the century English was already well on its way to becoming genuine lingua franca, that is language used widely for communication between people who do not share the same first (or even second) language. English is also a mother tongue for many people in the world, though, as we shall see, such 'native speakers' are increasingly out-numbered by people who have English as a second or third language and use it for international communication.⁵ Thus, English can be commonly used in communication between people who come from different origin.

Concept of English as International language is a global means of communication in numerous dialects, and also the movement towards an international standard for the language.⁶ Thus English being a major vehicle of debate at the national agenda and the official language of international scope.

So far we have been considering English as a second language. But in the rest of the world, English is a foreign language. That is, it is taught in schools, often widely, but it does not play an essential role in national or social life. The role of English within a nation's daily life is influenced by geographical, historical, cultural and political factors, not all of which are immutable. But the role of English at a given point in time affect both the way it is taught and the resultant impact on the daily life and growth of the individual.⁷

⁵ Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 1989), p. 13.

⁶ M.F. Patel, Praveen M.Jain, *English Language Teaching* (Jaipur: Sunrise Publisher & Distributors), p.6

⁷ Geoffrey Broughton, et. al. *Teaching English as a Foreign Language* (New York: Routledge, 1980), p. 6-7

In teaching English as a foreign language, there are four skills that should be taught and practiced. Speaking and writing are productive skill, and listening and reading are receptive skill. Writing is the skill of a writer to communicate information to a reader or group of reader. The skill is also realized by writer's ability to apply the rules of the language. The ability includes all the correct grammatical aspect of the language.⁸ Writing is primarily a convention for recording speech and for reinforcing grammatical and lexical features and conventions.⁹

Writing is essential features of learning language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage. Writing is also useful for setting homework exercises and for some class text.¹⁰ It made students more understand of the exercises and also train the students to outpour their idea into text form.

Based on explanation above, writing as a productive skill was difficult to master because in the writing process there are important aspects as a reference. Particularly of grammatical aspects, because it is the main rule to produce good writing. uncertainty of student on grammar causes errors in sentence writing, such as sentence fragment or change of tenses.

⁸ Sanggam Siahaan, Op.Cit. p. 2.

⁹ H. Douglas Brown, "*Language Assesment*" *Principles and Classroom Practices* (New York: Longman, 2004), h. 218

¹⁰ M.F. Patel, Praveen M.Jain, Op.Cit. p. 125.

In junior high school, based on the syllabus there were writing text types that should be learnt by students. Based on generic structure and language features dominantly used, texts were divided into several types. They were narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof and news item. These variations are known as genres.

Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened. In writing recount text, students have to be able to understand about generic structure, language features and social function of the text. In process of learning in writing recount text, sometimes or usually students make some errors in grammatical such as tenses, pronoun, preposition and verbs. Tenses used in recount text is simple past tense and verb in recount text is past form.

Verb was the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences statement, questions, commands, exclamations. The types of verbs were described according to the kind of complement they may have. They were linking verb, auxiliary verb, action verb.¹¹ In this case, action verb was the key in learning English grammar especially in recount text.

¹¹ Marcella Frank, *“Modern English, A Practical Reference Guide”* (New York: Prentice-Hall, Inc. Englewood Cliffs, 1972), p. 47.

Action verb is part of language features that student should learn and understand how to use it in writing recount text. Action verb is the word that express actions. Action verbs specifically describe what the subject of the sentence is doing.¹² Based on the explanation above, it can be concluded that the use of action verb in writing recount text is significance because it can help to measure students' ability in recount text.

In process of learning in writing recount text sometime or usually students made some errors in using of action verb. There were some examples of error that students produced of using action verb in recount text. First, students confused how to use verb in recount text. For example: in a sentence "I was hope" it was incorrect sentence, the correct sentence was "I hoped" or "I was hoping". In this case of errors student did not know which one the sentence that should be used, verb "be" or action verb or both of them. Another example was students got errors of using action verbs in the form of regular and irregular. For example: in the sentences "I spend my hollydays in the village", "i got new friends" and "I walked on the mountain last year". In this case of errors students can not differentiate how to use regular and irregular verbs. Commonly students knew the regularity of action verb in past tense only add – d/ed while for irregular of action verb, there were no specific ways to change the action verb to past form because the students had to memorize all of unpredictable change. Meanwhile, the students also faced some difficulties in

¹² "What are Action Verbs" (On-line), available in : <http://pediaa.com/what-are-action-verbs/> (January 19, 2016).

composing in writing recount text especially in terms of tense, grammatical features, and vocabulary.

Based on the preliminary research, the problems found by the researcher in SMP N 1 Sumberejo is about writing. There were 205 students from 6 classes at eighth grade at second semester in the Academic Year of 2018.

Table 1.1
The Students' score of Writing in Pre- Research at the Second Semester of the Eighth Grade of SMPN 1 Sumberejo In the Academic Year of 2018

No	Class	Score (x)		Total
		$X < 78$	$X \geq 78$	
1	Class A	0	36	36
2	Class B	6	26	32
3	Class C	5	30	35
4	Class D	5	28	33
5	Class E	7	26	33
6	Class F	17	19	36
Total		40	165	205

Source: Score of Students Eight of Grade Second Semester of SMP N 1 Sumberejo in Academic Year of 2018

From the data above, it was obvious that almost students got score under 78 as KKM at class F. It means that students got difficulty and made an error in their writing.

To make a good recount text, students had to master and apply the structure of simple past tense correctly. If they could not do that, error arrised in their text writing. Referring to the fact above, this research tried to identify and

classify the students' error under the title, Error Analysis On Using Action Verb In Writing Recount Text at Eighth Grade Students at Second Semester of SMP N 1 Sumberejo.

This research referred to some research as the previous research about an error analysis. The first in the title "An analysis of students error in using simple past tense in writing recount text at the first semester of the eighth grade of SMP N 1 Adiluwih Pringsewu in the Academic Year of 2017/2018" by Zulida Sa'adah. In the research, Zulida identified and classified the error based on surface Strategy Taxonomy and focused on using simple past tense in writing recount text. The research showed that the students made 4 kinds of error with the total number of error committed by the students was 303 items. The highest error was misformation with 100 items and the percentage is 33%. Followed by addition 93 items and the percentage was 30,69 %, omission 78 items and the percentage was 25,79 % and misordering 32 item and percentage was the 10,56 %.

The second was in title "an analysis of student's error in writing recount text, a case study in the second grade students of SMP Trimulia Jakarta Selatan" by Cholipah. The research focuses on grammatical error in recount text based on Batty S. Azzar's classification of errors. Total number of error committed by the students was 415 items. The number of capitalization error was 200 items and the percentage is 23,90 %, word choice is 110 items and the percentage was 13,14 %, and verb tense was 105 items and the percentage was 12,54 %.

From both of the previous research, there is a similarity on the topic but there is significant different in classifying the error. Referring to the reason above, this research focuses on grammatical error analysis on using action verb in writing recount text at the second semester of the eighth grade students of SMP N 1 Sumberejo. This research considers that action verb is one of the most important things related to writing recount text.

B. Identification of the Problem

Based on the background above, this research identified the problems as follows:

1. The students' grammatical mastery is still low.
2. The students are confused to use action verb.

C. Limitation of Problem

It was necessary to make limitation in order to clarify the problem. This research focuses on analyzing grammatical errors on using action verb in writing recount text made by students at the eighth grade of SMP Negeri 1 Sumberejo.

D. Formulation of the Problem

In a hypothetical sentence, this research answered these questions:

1. What are types of errors made by the students on using action verbs in writing recount text?
2. What are the sources of errors made by the students?

E. Objective of the Research

Based on the formulation of the problem above, the objectives of this study mainly intend as follow:

1. To find the types of errors made by the students on using action verbs in writing recount text.
2. To find the sources of errors made by the students in their recount text writing.

F. Use of the Research

It was hoped that the result of the research can be used as follow:

1. For students, this study is expected to be a motivation to improve their ability in recount texts.
2. For teacher, this study is expected to be one input to improve their teaching strategies especially in teaching writing.
3. For the researcher, this study is expected to be a great experience to face the future when she becomes a real teacher.
4. For other researchers, this study is expected to be one reference for relevant researches.

G. Scope of the Research

1. Subject of the Research

The subject of the research were the students at Second Semester of the Eighth Grade of SMP N 1 Sumberejo in the Academic Year of 2018

2. Object of the Research

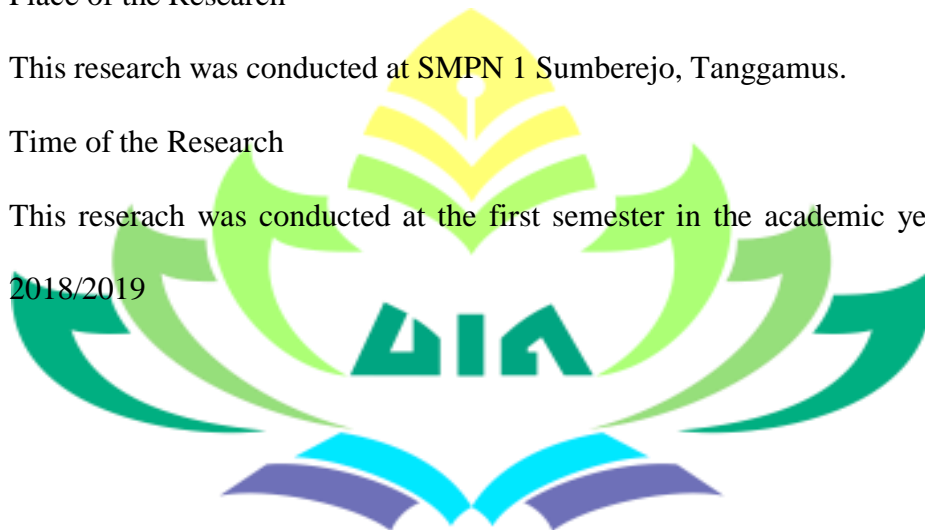
The object of the research was the students' error on using action verbs in writing recount text.

3. Place of the Research

This research was conducted at SMPN 1 Sumberejo, Tanggamus.

4. Time of the Research

This reserach was conducted at the first semester in the academic year of 2018/2019



CHAPTER II

REVIEW OF LITERATURE

A. Error and Error Analysis

1. Definition of Error

According to Brown, learning is fundamentally a process that involves the making of mistakes. Second language is a process that is clearly not unlike first language learning in its trial and error nature. Inevitably learners will make mistakes in the process of acquisition, and that process will be impeded if they do not commit errors and then benefit from various forms of feedback on those errors. Errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.¹³

An error can be defined as a deviation from the norms of the target language. Error takes place when the deviation arises as a result of lack of knowledge. It represents a lack of competence.¹⁴ Competence here according to Chomsky, consists of the mental representations of linguistic rules that constitute the speaker-hearer's internal grammar.¹⁵

¹³ Heidi Dulay, Marina Burt, Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), p. 138

¹⁴ Rod Ellis, *The Study of Second Language Acquisition* (New York: Oxford University Press, 1999), P. 51.

¹⁵ Ibid, p. 12

Strevens in Richards hypothesizes that errors should not be viewed as problems to be overcome, but rather as normal and inevitable features indicating the strategies that learners use. He conjectured that if regular pattern of errors could be observed in the performance of all learners in a given situation, and if a learner were seen to progress through this pattern, his error be taken as evidence not of failure but of success and achievement in learning.¹⁶

2. Definition of Error Analysis

Error analysis has yielded insights into the second language acquisition process that have stimulated major changes in teaching practices.¹⁷ The error analysis movement can be characterized as an attempt to account for learner's errors that could not be explained or predicted by CA or behaviourist theory, and to bring the field of applied linguistics into step with the current climate of theoretical opinion.¹⁸

According Brown, error analysis is the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners's error.¹⁹

¹⁶ Jack C. Richards, *Error Analysis, Perspectives on Second Language Acquisition* (London: Longman, 1974), p. 4.

¹⁷ Heidi Dulay, *opcit.* p. 138

¹⁸ *Ibid*, p. 141

¹⁹ H. Douglas Brown, *Opcit.* p.227

Error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.²⁰ In addition, Error analysis is one of the first methods used to investigate learner language.²¹ The method which consists of a set of procedures for identifying, describing, and explaining learner error.

3. Error And Mistakes

In order to analyze learner language in an appropriate perspective, it was crucial to make a distinction between mistakes and errors. Brown distinguished between mistakes and error. A mistake refers to a performance error that is either a random guess or a slip, in that it is a failure to utilize a known system correctly. While an error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner.²² An error cannot be self-corrected, according to Lames (1998, p.83), while mistakes can self-corrected if the deviation is pointed out to the speaker.²³

According to Corder in Ellis, an error (in this technical sense) takes place when the deviation arises as a result of lack of knowledge. It represents a lack of competence. A mistake occurs when learners fail to perform their competence. That is, it is the result of processing problems that prevent learners from assessing their knowledge of a target language rule and cause

²⁰ Carl James, *Errors in language learning and use: Exploring Error Analysis* (London: Longman, 1998), p. 1

²¹ Rod Ellis, Op.Cit. p.68

²² H.Douglas Brown, *Principles of Language Learning and Teaching* (New York: Pearson Education, 2007), p.226.

²³ H.Douglas Brown, Ibid.227

them to fall back on some alternative, non-standard rule that they find easier to access. Mistakes, then are performance phenomena and are regular features of native speaker speech, reflecting processing failures that arise as a result of competing plans, memory limitations, and lack of automaticity.²⁴

It can be concluded that mistake was related to the students' quality performance caused by some factors such as fatigue, lack of attention and motivation, carelessness and some order factors but it can be self corrected because actually the students know the language's rule when they focus on. Error is student's deficiency competence, it means that students don't know about the knowledge of the language at all because they have not mastered it yet therefore it can't be self-corrected.

According to Andrade and Du in Adi *et.al*. Self correction is a process in which the students reflect on and evaluate the quality of their work and their learning judge the degree to which the reflect explicitly stated goals and criteria, identify strenghts and weakness in their work, and revise accordingly.²⁵ The correction in this way may improve the presentation of the new lesson. Errors in this research were the student's errors in using action verb in writing recount text.

²⁴ Rod Ellis, Op.Cit. p. 51

²⁵ Yosua Permata Adi, Cucu Sutarsyah, Ari Nurweni, "The Use of Self-Correction in Teaching Recount Text Writing

4. Source of Error

In order to identify the problems that faced by students in language learning process, it was necessary to know the source of error. Richards identified three different sources or causes of competence error :

- a. Interference error, occurs as a result of the use of elements from one language while speaking another. An example might be when a German learner of L2 English says “I go not” because the equivalent sentence in German is “Ich gehe nicht”.
- b. Intralingual errors, reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.
- c. Development errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.²⁶

Different from Ellis, Brown categorised the source of error into interlingual transfer, intralingual transfer, context of learning and communication strategies.

- a. Interlingual Transfer is significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference.
- b. Intralingual Transfer within the target language itself is a major of factor in second language learning. Intralingual interference is the negative transfer

²⁶ Rod Ellis. Ibid, 58

or item within the target language, or put another way, the incorrect generalization of rules within the target language.

- c. Context of learning refers to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rote memorized in a drill but improperly contextualized.
- d. Communication strategies are defined and related to learning styles. Learners obviously use production strategies in order to enhance getting their messages across, but at times these techniques can themselves become a source of error.²⁷
- From both of arguments above, this research considered to analyze the source of error based on Brown's category.

5. Steps in Error Analysis

In analyzing students' errors, there are some steps to be followed. Many linguists have already discussed how to analyze students' errors in their book. One of them is Corder. In Ellis he suggests five steps in analyzing students'

²⁷ H.Douglas Brown, OpCit, p.232-234

errors, they are: collection of sample of learner language, identification of errors, description of errors, explanation of errors and evaluation of errors.²⁸

a. Collection of a sample of learner language

In this step, the researcher must decide what samples of learner language to use for the analysis and how to collect these sample. a number of students which is being sample for the research can be identified according to the size of the sample. A massive sample involves collecting several samples of language use from a large number of learners in order to compile a comprehensive list of errors, representative of the entire population. A specific sample consists of one sample of language use collected from a limited number of learners, while an incidental sample involves only one sample of language use produced by a single learner.

b. Identification of Errors

In this step, the errors in the corpus have to identified. It is necessary to decide, therefore, what constitutes an error and to establish a procedure for recognizing one. For identifying error, the researcher must compare the sentence that was produced by students to the correct sentence in the target language. For example,

I watched TV, and Rudi slepted in his room

The correct form in target language is :

I watched TV, and Rudi slept in his room.

²⁸ Rod Ellis, Op.Cit. p. 48

By comparing two sentences it can be seen that the student produced an error in constructing simple past tense sentence where she used *-ed* after *sleep* instead of using irregular verb.

c. Description of Errors

The description of learner errors involves a comparison of the learner's idiosyncratic utterances with a reconstruction of those utterances in the target language. It requires, therefore, attention to the surface properties of the learners', then they would be classified into the types of errors.

d. Explanation of Errors

Explanation is concerned with establishing the source of the error, i.e. accounting for why it was made. This step explained why errors occurs. This stage is the most important for SLA research as it involves an attempt to establish the processes responsible for second language acquisition. From example in identification stage above, the researcher may consider that the student does an error in using *-ed* (regular verb) instead of using regular verb whether because of interlingual transfer/overgeneralization, ignorance of the rule restriction, incomplete application of rules, or false concept hypothesis.

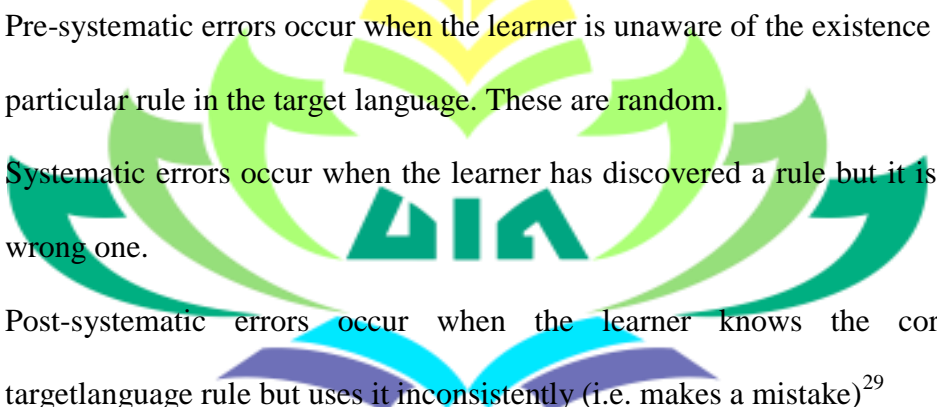
e. Evaluation of Errors

Whereas all the preceding stages of EA have involved an examination of errors from the point of view of the learner who makes them, error evaluation involves a consideration of the effect that errors have on the person(s) addressed. In this step, the researcher must decide the criteria of

errors which will be corrected because some errors can be considered more serious than other. The aim of evaluating errors is to distinct which errors will be corrected so the learner which made an error, will not be stress of getting correction.

6. Types of Error

Some Experts give their idea about kinds of error. They classify it into several types. Corder in Ellis distinguished three types of error according to their systematicity:

- 
- a. Pre-systematic errors occur when the learner is unaware of the existence of a particular rule in the target language. These are random.
 - b. Systematic errors occur when the learner has discovered a rule but it is the wrong one.
 - c. Post-systematic errors occur when the learner knows the correct targetlanguage rule but uses it inconsistently (i.e. makes a mistake)²⁹

The other type of errors is elaborated by Dulay *et al* who classify error into four descriptive classify of errors. They are linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

- a. Linguistic category taxonomy, which classifies errors, based on linguistics components, using linguistics terms.

²⁹ Ibid, p. 56

- b. The surface strategy taxonomy which classifies errors into four categories namely omission, addition, misordering and misformation.
- c. The comparative taxonomy classifies errors into four namely: developmental errors, interlingual errors, ambiguous errors, unique errors.
- d. The communicative effect taxonomy classifies errors into global errors and local errors.³⁰

Based on the type of errors, this research used linguistic category taxonomy as a reporting tool because it is a container for this research classfified several english errors made by students who learn english in a foreign environtment although in their own environment.

7. Concept of Linguistic Category Taxonomy

These linguistic category taxonomies classified errors according to either or both the language component or the particular linguistic constituent the errors effects.

- 1) Language components include the phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).
- 2) Constituents include the elements that comprise each language component.

For example, within syntax one may ask whether the error is in the main or subordinate clause; and within a clause, which constituent is affected, e.g.

³⁰ Heidi Dulay, Marina Burt, Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982),p. 146-189

the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjectives, and so forth.³¹

Table 2.1
A Sample Linguistic Category Taxonomy³²

No.	Linguistic Category and Error Type	Example of Learner Error	Explanation
1.	Morphology <ul style="list-style-type: none"> a. Indefinite article incorrect b. Possessive case incorrect c. Third person singular verb incorrect d. Simple past tense incorrect e. Past participle incorrect f. Comparative adjective/adverb incorrect 	<ul style="list-style-type: none"> • <i>A ant</i> • <i>The man feet</i> • <i>The bird help man.</i> • <i>He putted the cookie there.</i> • <i>He was call.</i> • <i>He got up more higher.</i> 	<ul style="list-style-type: none"> • <i>a</i> used for <i>an</i> before vowels • Omission of 's • Failure to attach –s • Regularization by adding –ed • Omission of –ed • Use of more + er
2.	Syntax <ul style="list-style-type: none"> a. Noun Phrase b. Verb Phrase c. Verb-and-Verb Construction d. Word Order e. Some Transformations 	<ul style="list-style-type: none"> • <i>He put it in the his room.</i> • <i>He in the water.</i> • <i>I go play</i> • <i>The bird (object) he was gonna shoot it.</i> • <i>He not play anymore.</i> 	<ul style="list-style-type: none"> • Use of possessive with the article • Omission of to be • Omission of to in identical subject construction • Repetition of the object • Formation of no or not without the auxiliary do

³¹ Ibid, p. 146-147

³² Ibid, p. 148-150

Based on the explanation above, this research classified type of errors by linguistic category taxonomy focussed on morphology (grammar).

a. Morphology

Morphology is the study of words, their internal structure and the changes they undergo when altered to form new words (word formation) or when they have different roles within a sentence (grammatical inflection). Morphology is often referred to as grammar, the set of rules governing words in a language³³. This research described the morphology errors below:

1) Indefinite article incorrect

- A used for *an* before vowels. For example: *There is a ant*
- *An* used for *a*. For example: *. There is an little ant*

2) Omission of article

Omission is a type of error which is characterized by the absence of an item that must appear in a well-formed utterance. For example: *I'm very happy because it is the first time for me to shopping at (the) traditional market.*

3) Addition of article

Addition is a type of errors which are characterized by the presence of an item, which should otherwise not appear in a well-formed

³³ Raymond Hickey, Morphology, p. 1

utterance. For example: *2 years ago, my family and I went to **the** Klaten by car.*

4) Possessive case incorrect

Omission of 's. For example: *The **man** feet (**man's**)*

5) Third person singular verb incorrect

- Failure to attach -s. For example: *The bird **help** man (**helps**)*
- Wrong attachment of -s. For example: *The apple fall **downs**.*

6) Misformation of pronoun

For example: *Last week, I and my friend went to Jogjakarta, at 07.00 a.m **our** on the way, **our** went by motorcycle.*

7) Omission of pronoun

For example: *(**We**) Arrived in his sister's home, we had breakfast together before we went holiday.*

8) Simple past tense incorrect

- Omission of -ed in regular past tense. For example: *After that we **continue** (continued) the trip.*
- Adding -ed to past already formed. For example: *He **calleded**.*
- Regularization by adding -d. Not always add -d in verb-II for past event, in irregular verb there are different form each verb form. For example: *he **putted** (put) the cookie there.*
- Misselection of verb-I for past event. Misselection errors are those characterized by the use of the wrong form of a structure or

morpheme. For example: *Last month, my friends and I go (went) to Jogja.*

- Misselection of verb-ing for past event. For example: *In kuta beach we **playing** (**played**) water and we saw beautiful sunset in there.*

9) Omission of “be” as full verb

For example: *We (**were**) so happy because in that time, we could enjoyable the sunrise from tanah lot beach.*

10) Addition of “be” as full verb

For example: *Finally we (**were**) arrived in Sidomukti. (were must be omission)*

11) Misformation be for past event

For example: *I **am** (**was**) very happy because it was the first time for me to shopping at the traditional market.*

12) Misselection of verb for past event

The verb signals an action, an occurrence, or a state of being. Whether mental, physical, or mechanical, verbs always express activity. For example: *Then, I **was go** to Bandung. The verb must “**went**”.*

13) Omission of preposition

For example: *Finally... (**at**) 03.00 a.m I and him go home.*

14) Misformation of preposition

For example: *I was back to my hometown **from** Semarang. The correct preposition is “**in**”.*

15) Misformation of modal for past tense

For example: *We **can drove** the ship by pay Rp.20.000.* The correct modal for past tense is ***could drive***.

16) Past participle incorrect.

Omission of *–ed*. For example: *he had **call** (**called**)*

17) Comparative adjective/adverb incorrect

Use of *more + er*. For example: *He got up **more higher***.

18) Inappropriate use of passive voice.

For example: *My lunch **was ate** (**eaten**) an hour ago.*

19) Verb and verb construction

For example: *I go play (**I went to play**)*

20) Omission of verb

For Example: *He in the water (**He fell in the water**)*³⁴

From the description above, this research focused on several types in morphology which refer to the use of verb, they are omission of *–ed* in regular past tense, adding *–ed* to past already form, regularization by adding *–ed*, misselection of verb-I for past event, misselection of verb-ing for past event, addition of “be” as full verb, misselection of verb for past event, missformation of modal for past tense, inappropriate use of passive voice and omission of verb . The reason was because this research focussed to analyze the action verb errors in recount text which used past form as main language feature in the recount text.

³⁴ Dulay, Op.Cit, p.148

8. The Goal of Error Analysis

Corder divides the significant of error analysis in three aspects:

- a. The teacher. Error analysis gives information of the learners' progress in acquiring the language, and it tells him what remain for him to teach.
- b. The researcher. Error analysis gives evidence to the research of how the learner learn and acquire the language, what strategies or procedures they use in discovering the language.
- c. The learner. Making error can be used for the learner as device to learn.³⁵

He further explains that error analysis as branch of applied linguistic activity has two functions, they are: theoretical and practical.

- a. The theoretical aspect of error analysis is part of the methodology of investigating the language learning process.
- b. The practical aspect of error analysis is its function in guiding the remedial action we must take to correct an unsatisfactory state of affairs for learner or teacher.

Based on the explanation above, this research summed up that the goal of EA in theoretical aspect was as a tool to investigate the language learning process and it also gave information of the learners' progress in the process of

³⁵ Jack C. Richards (ed), *Error Analysis: Perspective on Second Language Acquisition*, (London: Longman, 1973), p. 25.

acquiring language in the practical area. It can be a very useful feedback for the teacher, the researcher, the learner and the curriculum in how to overcome the students' difficulty and how to deal against the error.

B. Writing

1. Definition of Writing

Writing is still the most important means of access to the vast repository of knowledge of literate cultures. Those facts alone demand that students in school should gain the fullest, deepest, and richest means of using the cultural technology of writing. Equity of access and full participation both rest on that.³⁶ Furthermore, Brown in Latif argues that writing is the most difficult skill. It should be a formal language, use various vocabularies, consider the audience who do not directly see the writer, and avoid redundancy.³⁷

Writing is not only a simply a matter of putting words together, but it is also a recursive and continuous process. Rass in Wahyuni argues that writing skill is a difficult skill mastered by the students, because they must balance the multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and capitalization.³⁸

³⁶ Peter Knapp and Megan Watkins, *Genre, Text, Grammar, Technologies for Teaching and Assessing Writing* (Australia: A UNSW Press, 2005), p. 7

³⁷ Amirudin Latif, "Using Outlining Technique to Improve the Ability of The Students of The Islamic Education Study Program in Writing a Recount Text", Vol. 3 No.1 (April 2014), p. 1

³⁸ Irna Wahyuni, "The Effect Collaborative Writing and Reading Habits toward the Student's Writing of Recount Text at the Grade Eight of MTsN Kamang". *Jurnal Pendidikan Bahasa, Sastra, dan Seni*, Vol. XV No. 2 (September 2014), p.135-147.

According Sanggam Siahaan, writing is the written productive language skill. It is the skill of a writer to communicate information to a reader or group of reader.³⁹

A realistic attitude about writing must build on the idea that writing is a skill. It is a skill like driving, typing, or cooking, and like any skill, it can be learned.⁴⁰

But writing is not an automatic process: we will not get something for nothing and we should not expect to. For almost everyone, competent writing comes from plain hard work from determination, sweat, and head-on battle. The good news is that the skill of writing can be mastered, and if you are ready to work, you will learn what you need to know.⁴¹

In addition to believing that writing is a natural gift, many people falsely believe that writing should flow in a simple, straight line from the writer's head onto the written page. But writing is seldom an easy, one-step journey in which a finished paper comes out in a first draft. The truth is that writing is a process of discovery involving a series of steps, and those steps are very often a zigzag journey.⁴²

To communicate effectively, people must constantly adjust their speech to suit their purpose and audience. This same idea is true for writing. When you write for others, it is crucial to know both your purpose for writing and the

³⁹ Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), p.2

⁴⁰ John Langan, *English Skills with Reading* (New York: McGraw-Hill, 2007), p.8

⁴¹ Ibid

⁴² John Langan, *College Writing Skills with Readings* (New York: McGraw-Hill, 2008), p. 14

audience who will be reading your work.⁴³ Because writing is a skill, it makes sense that the more you practice writing, the better you will write. One excellent way to get practice in writing, even before you begin composing essays, is to keep a daily or almost daily journal.⁴⁴

Based on explanation above, it can be concluded that writing was skill that can be learned by practice and can be mastered by work hard to communicate the purpose or deliver information.

2. Process of Writing

According to John Langan in his book, Basic Principles of Effective Writing, there are four steps in writing processes; prewriting, writing first draft, revising and the last is editing.⁴⁵

a. Prewriting

Many people have trouble getting started writing, so in this first step “they are five techniques that will help to think about and develop a topic and get words on paper: freewriting, questioning, making a list, clustering, and preparing a scratch outline.”⁴⁶ These techniques help to do the writing process and make writing easier.

1) Freewriting.

In freewriting, the writer only writes what are the ideas come to the writer’s mind. The writer only keeps writing without stopping.

Freewriting will limber up the writing muscles and make writer familiar

⁴³ Ibid, p. 15

⁴⁴ Ibid, p. 16

⁴⁵ John Langan, Op.Cit. p. 17

⁴⁶ Ibid, p.18

with the act of writing. It is a way to break through mental blocks about writing.⁴⁷

2) Questioning.

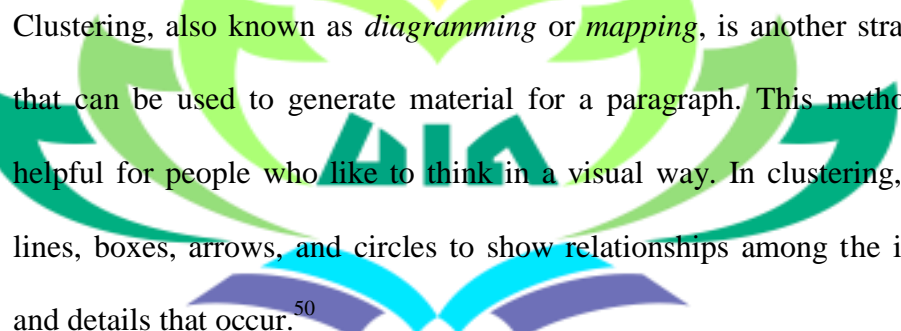
In questioning, you generate ideas and details by asking as many questions as you can think of about your subject. Such questions include Why? When? Where? Who? How? In what ways?⁴⁸

3) Making a list.

In making a list, also known as brainstorming, the writer create a list of ideas and details that relate to your subject.⁴⁹

4) Clustering.

Clustering, also known as *diagramming* or *mapping*, is another strategy that can be used to generate material for a paragraph. This method is helpful for people who like to think in a visual way. In clustering, use lines, boxes, arrows, and circles to show relationships among the ideas and details that occur.⁵⁰



5) Preparing a scratch outline.

A scratch outline can be the single most helpful technique for writing a good paragraph. A scratch outline often follows freewriting, questioning, making a list, or clustering, but it may also gradually emerge in the midst

⁴⁷ Ibid, p. 19

⁴⁸ Ibid, p. 21

⁴⁹ Ibid, p.22

⁵⁰ Ibid, p.23

of these strategies. The scratch outline is a plan or blueprint to help writer achieve a unified, supported, and well-organized paragraph.⁵¹

b. Writing a First Draft

When write a first draft, be prepared to put in additional thoughts and details that did not emerge during prewriting. The goal is to state the main idea clearly and develop the content of the paragraph with plenty of specific details.⁵² In writing a first draft, the writer should more focus on the meaning of his/her writing than the grammatical of the writing.

c. Revising

Revising is as much a stage in the writing process as prewriting, outlining, and doing the first draft. Revising means that you rewrite a paragraph, building upon what has already been done, in order to make it stronger.⁵³ There are two stages to the revision process, they are revising content and revising sentences.

To revise the content of your paragraph, ask the following questions:

1) Is my paragraph unified?

- Do I have a main idea that is clearly stated at the beginning of my paragraph?
- Do all my supporting points truly support and back up my main idea?

2) Is my paragraph supported?

- Are there separate supporting points for the main idea?

⁵¹ Ibid, p.24

⁵² Ibid, p. 26

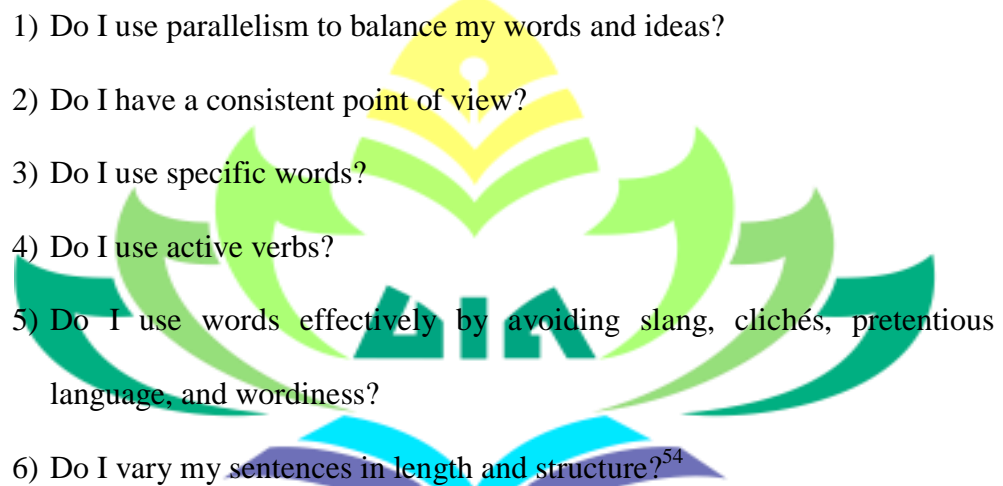
⁵³ Ibid, p. 28

- Do I have specific evidence for each supporting point?
- Is there plenty of specific evidence for the supporting points?

3) Is my paragraph organized?

- Do I have a clear method of organizing my paper?
- Do I use transitions and other connecting words?

To revise individual sentences in your paragraph, ask the following questions:

- 
- 1) Do I use parallelism to balance my words and ideas?
 - 2) Do I have a consistent point of view?
 - 3) Do I use specific words?
 - 4) Do I use active verbs?
 - 5) Do I use words effectively by avoiding slang, clichés, pretentious language, and wordiness?
 - 6) Do I vary my sentences in length and structure?⁵⁴

d. Editing

In this last process, the writer should correct all of the errors and mistakes that have been ignored in the previous process. “The last major stage in the writing process is editing, checking a paragraph for mistakes in grammar, punctuation, usage, and spelling.”⁵⁵ Because it is the last process, the writer should be very careful to check the whole of the writing. The

⁵⁴ Ibid, p.29

⁵⁵ Ibid, p.31

writer should make sure that every sentence is correct in grammatical or mechanical aspect.

C. Verb

1. Definition of Verb

The verb is the most complex part of speech. Its varying arrangements with noun determine the different kinds of sentences statements, questions, commands, exclamations.⁵⁶ The verb functions as the grammatical center for the predication about the subject. It may be the strongest predicting word in the central core of the sentence. The verb is so basic that other functions (subject, object, complement) are determined in relation to it.⁵⁷

Verbs are the dynamic element in sentences and clauses. They provide the movement or action, or a sense of what is happening.⁵⁸ It means that verb is main part in a sentence to express the predication of subject.

2. Types of Verb

There are various types of verbs according to the kind of complement they may have, they are:⁵⁹

- a. Linking Verb
- b. Transitive or Intransitive Verbs
- c. Reflective Verbs

⁵⁶ Marcella Frank, *Modern English, A Practical Reference Guide* (New York: Prentice-Hall, Inc. Englewood Cliffs, 1971), p.47

⁵⁷ Ibid, 51-52

⁵⁸ Peter Knapp and Megan Watkins, Op.Cit. p. 68.

⁵⁹ Marcella Frank, Op.cit. p.47

d. Auxiliary or Lexical Verbs

e. Finite or Non-Finite Verb

Different types of verbs are used, depending on the purpose of the text. The writing could feature action verbs (the traditional doing words), mental verbs (words that express feeling or thinking), or relational verbs (which set up relationships between one thing and another thing or state or attribute).

From a formal perspective, there are two types of verbs: full verbs and auxiliary verbs. Full verbs are divided into regular verbs and irregular verbs.⁶⁰

3. Action Verb

Action verbs refer to the traditional notion of verb as “doing word”, that is, verbs that refer to concrete actions and can be identified by the question, “Can this verb be done?” Action verbs are common in spoken language and are therefore common in the writing of younger students, particularly in writing that refers to concrete events, people or things in their world. Action verbs predominantly occur in texts where actions or behaviours are being described and/or recounted.⁶¹

Action verbs are also known as dynamic verbs. They indicate activities, processes, momentary actions or physical conditions and also include mental actions. The following are examples of action verbs:

- a. Action verbs show activity : eat, listen, play, walk, work.
- b. Action verbs show process : change, grow, melt, shorten, widen.

⁶⁰ Peter Knapp and Megan Watkins, *Op cit.* p. 68

⁶¹ *Ibid*, p.72

- c. Action verbs show momentary actions : hit, jump, knock
- d. Action verbs show mental actions : think, wonder, guess.

Most action verbs can be categorized as transitive or intransitive. Transitive verbs are the verbs that are followed by a direct object. For example, *He kicked the ball*. In the sentence the object is *ball* as a complement of the verb *kicked*. While intransitive verbs are the verbs that do not need a direct object to complete their meaning. For example, *The dog barked*.

Action verbs also can be categorized into regular and irregular verbs. Regular verbs are the verbs whose conjugation follows a regular pattern. In English, most regular verbs form their past tense and past participle by adding -ed to their base form. Irregular verbs are the verbs that follow an irregular conjugation pattern. Their past tense and past participle take a completely different from.

The following are the example of regular verbs and irregular verb.⁶²

Table 2.2

The Example of Regular and Irregular Verbs

Action Verb	Base	Past	Past Participle
Regular Verbs	Talk	Talked	Talked
	Walk	Walked	Walked
	Show	Showed	Showed

⁶² “What are Action Verbs” (On-line), available in : <http://pediaa.com/what-are-action-verbs/> (January 19, 2016).

Irregular Verbs	Run	Run	Run
	Drink	Drank	Drunk
	Eat	Ate	Eaten

a. Example of action verb error in recount text.

- 1) Herbert **smell** (*smelled*) the cake.
- 2) I **going** (*went*) to sea with my family.
- 3) John **visiting** (*visited*) his friend for a while and then **go** (*went*) home.
- 4) We **eated** (*ate*) dinner then walked around the park.
- 5) He **can rode** (*could ride*) his new bike.

D. Text

1. Definition of Text

According to Sanggam, the concept of writing as a skill needs to be differentiated from writing as a text. Writing a text is a piece of written information. It is a result of writing activity. A text is a meaningful linguistic unit which can be a word, or a sentence, or a paragraph, or even the one which is bigger than a paragraph.⁶³ Beside, he states in another book that a text is a

⁶³ Sanggam Siahaan, OpCit,p.3

meaningful linguistic unit in a context. A linguistic unit is a phoneme or a morpheme or a prasa or a clausa, or a sentence or a discourse.⁶⁴

2. Types of Text Genre

Different types of texts have distinctive characteristics, depending on what they are made to do. Texts can be classified and organised in a multitude of ways: everyday, formal, entertaining and informational.

a. Literary Texts

For the purposes of teaching English, literary texts might include the broad range of texts that reflect and interpret individual and social life, whether real or imaginary. Literary texts can deal with everyday experience in a way that lifts readers beyond the everyday. Literary texts use language in a way that moves it beyond the concrete representational and functional modes of language. Literary texts make greater use of figural language (metaphor, rhythm, repetition) and poetics (language for the sake of language) than do everyday texts. Literary texts include novels, epics, poems, dramas and sagas.

b. Factual Texts

Factual texts deal with the exchange of knowledge (learning) in all of the learning areas. In the everyday sense they include all of the texts that we use from day to day to 'get things done'. Many factual texts such as

⁶⁴ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.1

technical descriptions, explanations and procedures tend to be driven by purpose and seek to be efficient and effective in their transmission. Other factual texts, such as essays, reviews and arguments, are more rhetorical and take time to position and persuade readers.

c. Media Texts

Media texts are any texts (whether literary or factual) that are used in channels of mass communication such as print, broadcasting, cable, film and video. Depending on the media, these texts can use different modes of communication: writing, speech, pictures or sound or all of these.

E. Recount Text

1. Definition of Recount Text

According to Derewianka in Wahyuni, Recount text is a text that retells the events and experience in the past.⁶⁵ Recount is sequential text that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation. Indeed, it is impossible to tell a story unless we see that there are characters set up in a particular time and place.⁶⁶

Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened.⁶⁷

2. Kinds of Recount Text

⁶⁵ Irna Wahyuni, Op.Cit. p.136

⁶⁶ Peter Knapp and Megan Watkins, Opcit. p. 223

⁶⁷ M.Arifin Rosyadi, "Recount Text, Learning Material Junior Highschool Grade VII", p.1

Gerot and Wignell in Muhallim explain that recount is a kind of text which has function to retell past events for the purpose of informing or entertaining. The social function of recount text is to share a story of what happened in the past. There are three kinds of recount text , they are :

- a. Biographical recount which are writing about what happened in the past focusing on one individual's life.
- b. Historical recount is about what happened in the past focusing on a group of people who lived through a historical period.
- c. Historical recount shows and evaluates reasons why things happened in the past.

According to Derewianka classifies recount text into some types, they are :

- a. Personal Recount

Telling about activities whereas the writer or speaker involves or do by her or himself (e.g. oral anecdote, diary entry) use the first pronouns (I, we). Personal responses to the events can be included, particularly at the end. Details are often chosen to add interest or humor.

- b. Factual Recount

Record the particulars of an incident (e.g. report of science experiment, police report, news report, historical account). A factual recount is concerned with recalling events accurately. It can range from everyday tasks such as a school accident report to a formal, structured research tasks such as a historical recount. The emphasis is on using language that is precise, factual and detailed, so that the reader gains a complete picture of the event,

experience or achievement. This type uses the third person pronouns (he, she, it, and they). Details are usually selected to help the reader reconstruct the activity or incident accurately. Sometimes the ending describes the outcomes of the activity (e.g. science experiment). Details of time, place and manner may need to be precisely stated (e.g. at 2.45 pm., between Pandawa street and Antasari street, the man drove at 90 km/h). The passive voice may be used (e.g. the beaker was filled with water), it may be appropriate to include explanations and justifications.

c. Imaginative Recount

Imaginative or literary recount entertain the reader by recreating the events of an imaginary world as though they are real. "A day in my life as a family pet", for example. Emotive language, specific detail and first person narration are used to give the writing impact and appeal.

d. Procedural Recount

A procedural recount records the steps taken in completing a task or procedure. The use of technical terms, an accurate time sequence and first person narration (I or we) , give credibility to the information provided. Example include a flow chart of the actions required for making bread, a storyboard of video tape script or advertisement, the steps taken to solve mathematical problem.

e. Biographical Recount

A biographical recount tells the story of person's life using a third person narrator (he, she, and they). In the case of an autobiography, first person

narration (I, we) is used. It is usually factually accurate and records specific names, times, place and events. A purely factual, informative biography, however, would lack the appeal provided by personal responses and memorable anecdotes. There is often an evaluation of the subject's achievements in the final section.⁶⁸

This research focusses on personal recount to analyzing action verb error because it is the type of recount text that is studied first by students in junior high school.

3. Generic Structure

According to Pardiyono in Juriah and Palupi, there is generic structure in recount text, they are :

- a. Orientation: it is a statement which contains of topic an activities or events that inform, there are : what, when, who the participants and personal attitudes (what the author thinks or the what).
- b. Records of events: It contains about the detail of information which happened. Based on the topic that is told in the orientation, that is consist of time vacation, the time of leaving and means of transport, activities during the activities, the author's comment that express personal attitudes.

⁶⁸ Muhallim, "The Implementation of Transition-Action-Details Strategy to Improve the Students' Writing Ability in Recount Text". *Exposure Journal*, Vol. 4 No. 2 (November 2015), p. 252-254.

- c. Re - Orientation: It contains closure that can be author's comment or personal attitude that happens in the vacation.⁶⁹

4. Language Features in Recount

- a. Introducing personal participant: I, my group, etc
- b. Using chronological connection: then, first, etc
- c. Using linking verb: was, were, saw, heard, etc
- d. Using action verb: look, go, change, etc
- e. Using simple past tense⁷⁰

5. Example of Recount Text⁷¹

VISITING BALI

Orientation:

There were so many places to see in **Bali** that my friend decided to join the tours to see as much as possible. My friend **stayed** in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud. (*Bold: Introducing personal participants to show who, where, and when*)

Events :

On the day of the tour, he was ready. My friend and his group **drove** on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The streets are lined with trees and there are many Old

⁶⁹ Juriah and Fitri Palupi Kusumawati, "Students' Morphological Errors in Writing Recount Text at Muhammadiyah University of Metro". *Premis Journal*, Vol. 4 No. 1 (April 2015)

⁷⁰ M.Arifin Rosyadi, Op.Cit. p. 1-2

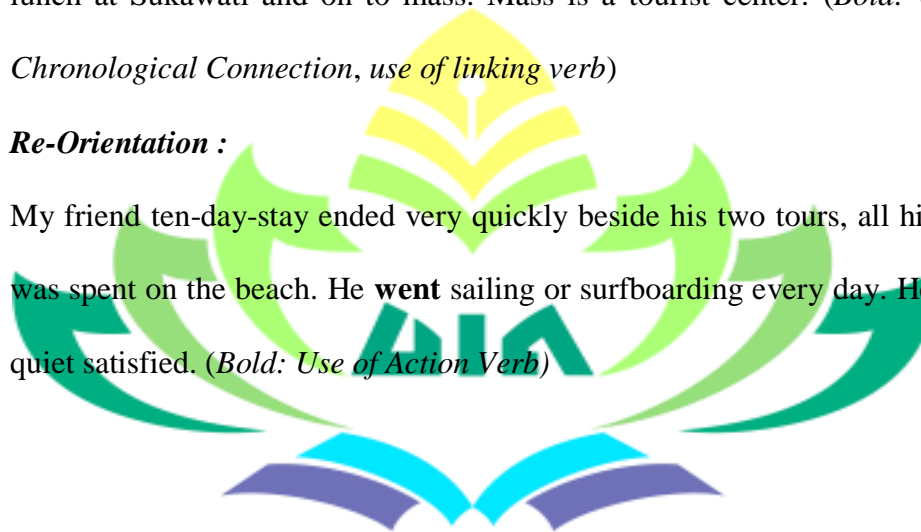
⁷¹ Ibid, p. 2-3

Dutch houses. Then they returned very late in the evening to Kuta. (*Bold: Use of the past tense*)

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys **were** carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center. (*Bold: Using Chronological Connection, use of linking verb*)

Re-Orientation :

My friend ten-day-stay ended very quickly beside his two tours, all his day was spent on the beach. He **went** sailing or surfboarding every day. He was quiet satisfied. (*Bold: Use of Action Verb*)



F. Analysis of Action Verb Error in Recount Text Writing

Analysis is the process of breaking up a concept, proposition, linguistic complex, or fact into its simple or ultimate constituent.⁷² An error can be defined as a deviation from the norms of the target language. Error takes place when the deviation arises as a result of lack of knowledge. It represents a lack of

⁷² Robert Audi, *Cambridge Dictionary of Philosophy*, (2nd ed) (New York: Cambridge University Press, 1999), p. 25

competence.⁷³ Errors occur when the learners cannot understand what they have done, what is correct or incorrect. Error analysis is one of the first methods used to investigate learner language.⁷⁴

Based on the explanation above, it can be inferred that analysis of error was the process to analyze the learner's error. Error analysis was often used to investigate student's error in language learning, for instance on using action verb in writing recount text.

Action verb is one of language feature in recount text. Action verbs predominantly occur in texts where actions or behaviours are being described and/or recounted.⁷⁵ Most action verbs can be categorized as transitive or intransitive. Transitive verbs are the verbs that are followed by a direct object. Action verbs also can be categorized into regular and irregular verbs. Regular verbs are the verbs whose conjugation follows a regular pattern. In English, most regular verbs form their past tense and past participle by adding -ed to their base form. Irregular verbs were the verbs that follow an irregular conjugation pattern. Their past tense and past participle take a completely different form.

From these explanation, if the students did not understand those rules, they will make the errors. To classify the errors can apply linguistic category taxonomy. Linguistic category taxonomy was one of taxonomy used in analyzing language errors. Dulay defines it is as the taxonomy that classify errors according to either

⁷³ Rod Ellis, *Op. Cit*, P. 51.

⁷⁴ Rod Ellis, *Op.Cit*. p.68

⁷⁵ Peter Knapp and Megan Watkins, , p.72

or both the language component or the particular linguistic constituent the errors effects. Language components include the phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause; and within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjectives, and so forth.⁷⁶

Based on the explanation above, analysis of action verb error in writing recount text was the process to identify and classify the types of error made by the students on using action verb in writing recount text. From the four taxonomies to classify the error, this research focussed to classify the error based on linguistic category taxonomy.

⁷⁶ Heidi Dulay, Marina Burt, Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), p. 146-147

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method of this study was descriptive qualitative method. According to Jane, qualitative descriptive is a research studies that investigate the quality of relationships, activities, situations, or materials are frequently referred to as qualitative research.⁷⁷ Qualitative research is an approach to social science research that emphasizes collecting descriptive data in natural setting, uses inductive thinking, and emphasizes understanding the subjects point of view.⁷⁸

According to Creswell, Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.⁷⁹

The data collected are taken the form words or picture rather than the numbers. The written results of the research contain quotations from the data to

⁷⁷ Jack. R Frankle, Wallen and Hyun, *How to Design and Evaluate Research in Education* (New York: Mc.Graw Hill, 2012), p.426.

⁷⁸ Robert, C. Bogdan, and Sari Knopp Biklen, *Qualitative Research for Education, An Introduction to Theories and Methods*, (Boston: Pearson Education, Inc., 2006), p. 274. 53

⁷⁹ John W. Creswell, *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches* (USA; SAGE Publications, Inc, 2014), p.

illustrate and substantiate the presentation.”⁸⁰ The purpose of this method was to analyze some errors on the use action verbs that students produced in recount text.

B. Research Subject

According to Arikunto, population is all subjects of the research.⁸¹ In this research, the subject was the eighth grade students of the first semester of SMPN 1 Sumberejo in the Academic Year of 2018/2019. There were six classes which consist of 205 students and divided into class A, B, C, D, E, and F. For more detail, it can be seen in the table below:

Table 3.1
Number of the Students at the First Semester of The Eighth Grade of SMPN 1 Sumberejo in The Academic Year of 2018/2019

Class	Genders		Total
	Male	Female	
A	18	18	36
B	17	15	32
C	18	17	35
D	16	17	33
E	16	17	33
F	18	18	36
Total	103	102	205

⁸⁰ Robert, C. Bogdan, and Sari Knopp Biklen, Op.Cit. p. 5

⁸¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Pragmatik* (Jakarta: Rineka Cipta, 2013), p. 173.

Sources: Documentation of the Students at the First the Eighth Grade of SMPN 1 Sumberejo in The Academic Year of 2018/2019

From the data above, this research took a class as the sample. The data was obtained from class VIII.F that consisted of 36 students, divided into 18 male students and 18 female students.

To determine the sample to be used in the research there are various sampling techniques used. This research took a class to conduct the research by using purposive sampling technique. According to Arikunto, Purposive sampling technique is a technique based on some considerations.⁸² The consideration to take the sample of the eighth grade students because the students' writing scores were low.

Table 3.2
The Students' score of Writing in Pre- Research at the Second Semester of the Eighth Grade of SMPN 1 Sumberejo In the Academic Year of 2018

No	Class	Score (x)		Total
		$X < 78$	$X \geq 78$	
1	Class A	0	36	36
2	Class B	6	26	32
3	Class C	5	30	35
4	Class D	5	28	33
5	Class E	7	26	33
6	Class F	17	19	36
Total		40	165	205

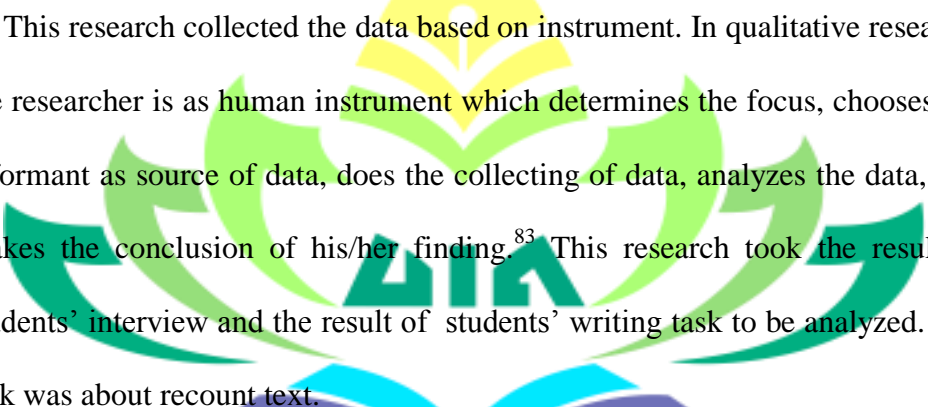
Source: Score of Students Eight of Grade Second Semester of SMP N 1 Sumberejo in Academic Year of 2018

⁸² Suharsimi Arikunto, *Menejemen Penelitian* (Jakarta: Rineka Cipta, 2013), p. 97

From the table above, it can be seen that each class had a various average score. This research choosed class F as a sample of this research because class F has the lowest score. It was appropriate with purposive sampling technique that has been explained. The sample represents the population so that is possible for students to find error on using action verb in writing recount text.

C. Instrument of the Research

This research collected the data based on instrument. In qualitative research, the researcher is as human instrument which determines the focus, chooses the informant as source of data, does the collecting of data, analyzes the data, and makes the conclusion of his/her finding.⁸³ This research took the result of students' interview and the result of students' writing task to be analyzed. The task was about recount text.



D. Technique of Data Collection

Data collecting technique is the first main step in the research, because the main purpose of the research is to get the data. In qualitative research, there are four kinds to collect the data, such as observation, interview, documentation and triangulation/composite.⁸⁴ In order to get the data, this research used interview and documentation. A qualitative interview occurs when researchers

⁸³ Sugiyono, op.Cit. p. 306

⁸⁴ Sugiyono, Op.Cit.p. 309

ask one or more participants general, open-ended questions and record their answers.⁸⁵ The interview was used to get the information from the students about the students's comprehension about the process of learning English which can be a source of their errors.

Document is a record of past events. Document can be writing shaped, picture, or monumental works from someone.⁸⁶ This research used document analysis as a technique in collecting the data. It was students' writing task of recount text. To determine the source of errors this research analysed and identified errors carefully. By trying to identify sources can take another step toward understanding how the learner's cognitive and affective processes relate to the linguistic system and to formulate an integrated understanding of the process of second language acquisition.⁸⁷

E. Procedure of Research

This research used procedures as follows:

1. Formulating the research problems and determining the focus of the research. The focus was on the students' error on using action verb in writing recount text.
2. Determining the subject of the research. In this research, the researcher determined the class which became the subject of the research. The subject

⁸⁵ John W. Creswell, Op.Cit. p.218

⁸⁶ Ibid, p. 329

⁸⁷ H.Douglas Brown, *Principles of Language Learning and Teaching* (New York: Pearson Education, 2007), p.226.

of this research was the students of the first semester at the eighth grade of SMPN 1 Sumberejo in the academic year of 2018/2019.

3. Taking the document. The researcher used the documentation method to gain data from document . Document is a record of past events. Document can be writing shaped, picture, or monumental works from someone.⁸⁸ In this research, the researcher used data from the student' task.

4. Self correction. To ensure that the data was error, this research made the students to correct the errors by themselves. Self correction was one of the best technique of error correction in which the teacher guides, controls, and provides some hints.

5. Identifying and classifying the data

This research identified and classified the students' error on using action verb in writing recount text. Then described the proportions (frequency and percentage) of error produced by the students.

6. Making report findings

Finally, after analyzing the data, concluded the research finding and reported it.

F. Technique of Data Analysis

In analyzing the data, this research used the five steps suggested by Ellis, they are: collection of sample of learner language, identification of errors,

⁸⁸ Sugiyono, Op.Cit.p. 329

description of errors, explanation of errors and evaluation of errors.⁸⁹ This research used the procedure error analysis through the following steps:

f. Collecting the data from the result of the students' paragraph writing

This research collected the students' writing task to be analyzed. They were studied carefully. This research tried to determine the data that would be treated, e.g finding action verb in the students' writing task.

g. Identifying the students' errors.

After collecting the students' compositions, the researcher read them fast in order to know the content. The researcher identified the sentence which produces an error or errors by underlining every part of the sentence such as word, phrase, clause or even the sentence itself. The researcher identified the students' errors by underlining and giving code for each error. This process was to identify the location of errors in the sentence. Afterward, the researcher classified the errors into linguistic category taxonomy.

h. Description of Errors

After identifying the data, the researcher classify the errors based on linguistic category taxonomy. In this way, this research determined the types of error that belong to each type of error. Then, the errors that committed by the students were put into the table to find out the number of errors each of the student committe.

i. Explaining the students' errors

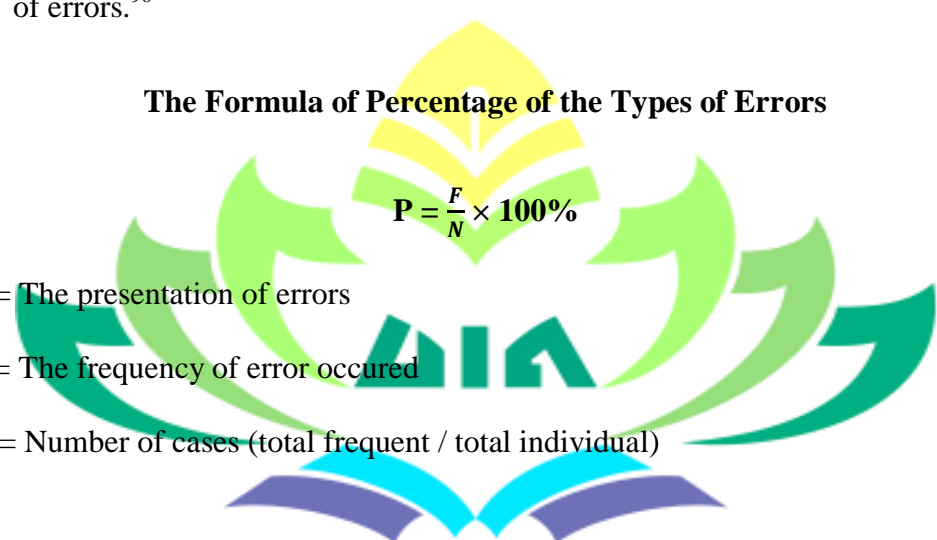
⁸⁹ Rod Ellis, *The Study of Second Language Acquisition* (New York: Oxford University Press, 1999), p. 48

This step attempted to explain for how and why the students' errors happened.

j. Evaluating students' errors

After classifying the data, then, the researcher calculated the students' errors and made percentage for each error by counting the errors to get the percentage of each error. In this step, the number of errors was presented in the forms of tables. The following formula was used to count the frequency of errors.⁹⁰

The Formula of Percentage of the Types of Errors


$$P = \frac{F}{N} \times 100\%$$

P= The presentation of errors

F= The frequency of error occurred

N= Number of cases (total frequent / total individual)

⁹⁰ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2008),

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Findings

The purpose of this research were to describe the kinds of errors that students make on using action verb in writing recount text based on linguistic category taxonomy and to find out the sources of errors based on Brown's theory. In collecting the data, this research used documentation. This research used document analysis as a technique in collecting the data.

The instrument of this research was students' task. This research took the last assignment of writing recount text given by the teacher. The data were gained from the students' writing of the eighth grade of SMP Negeri 1 Sumberejo. The students' task were identified and classified based on linguistic category taxonomy.

Student made errors even they had corrected by themselves. They did not understand about their error, it only can be only corrected by others. It is like which has been said by Allah in the Holy Qur'an, as follows:

تُمْ إِنَّ رَبَّكَ لِلَّذِينَ عَمِلُوا السُّوءَ بِجَهَالَةٍ ثُمَّ تَابُوا مِنْ بَعْدِ ذَلِكَ وَأَصْلَحُوا إِنَّ رَبَّكَ مِنْ بَعْدِهَا
لَغَفُورٌ رَحِيمٌ

“Then, indeed your Lord, to those who have done wrong out of ignorance and then repent after that and correct themselves-indeed, your Lord, thereafter, is forgiving and merciful”. (Qs.An-Nahl / 16:119)⁹¹

This verse told about human nature to do wrong and forget. For that, there must be a chance to correct themselves and then gave the correction for their errors that they did not understand.

1. Types of Errors

This research focused on several types in morphology which refer to the use of verb, they are simple past tense incorrect that includes omission of *-ed* in regular past tense, adding *-ed* to past already form, regularization by adding *-ed*, misselection of verb-I for past event, misselection of verb-ing for past event. Beside those types there are also addition of “be” as full verb, misselection of verb for past event, missformation of modal for past tense, inappropriate use of passive voice and omission of verb.

Table 4.1
The Recapitulation of Students’ Errors on Using Action Verb in Writing Recount Text

No	Types of Errors	Frequency	Percentage
1	Omission of <i>-ed</i> in regular past tense	59 items	21,85 %
2	Misselection of verb-I for past event	116 items	42,96 %
3	Misselection of verb-ing for past event	30 items	11,11 %
4	Misselection of verb for past event	10 items	3,70 %

⁹¹ Maulawi Sher ‘Ali, *The Holy Qur’an, Arabic Text and English Translation*, (UK: Islam International Publications Limited, 2004), p. 314

5	Misformation of modal for past event	30 items	11,11 %
6	Inappropriate of use passive voice	7 items	2,60 %
7	Omission of verb	11 items	4,07 %
8	Addition of 'be' as full verb	2 items	0,74 %
9	Negative transformation	5 items	1,86 %
Total		270 items	100 %

From the table, it can be inferred that the highest errors based on linguistic category taxonomy was *misselection of verb-1 for past event* that were 116 items or 42,96% and the second most common error was *omission –ed* with 59 items or 21,85%. In Bahasa the transformation of verb from present to past or future tense was not available. It was so different pattern that explained the tense occurred. Moreover the verbs of past tense were divided into regular and irregular form and sometimes it confused the students. Meanwhile, the two lowest place was taken by addition of 'be' as full verb errors that were 2 items or 0,74% and negative transformation with 5 items or 1,86%.

Based on the data, it can be inferred that the students may already acquired a lot number of verbs in English but they got difficulties in changing them according to the rules in writing recount text.

2. Source of Errors

In this research, the errors were classified based on the source of their errors. This research analyzed the students' sources of error according to

Brown *et al* theory. Brown divided the sources of error into four categories. They were interlingual transfer, intralingual transfer, context of learning and communication strategy.⁹²

Table 4.2
The Recapitulation of Source of Error

No	Source of Error	Frequency	Percentage
1	Interlingual Transfer	195 items	72,22 %
2	Intralingual Transfer	59 items	21,85 %
3	Context of Learning	0 items	0 %
4	Communication Strategy	16 items	5,93 %
Total		270 items	100 %

From the table above, the most frequent sources of the errors was interlingual transfer, with 195 error or 72,22%. It was caused by the students might be influenced by their mother tongue in terms of pattern, systems or rules. The second most common frequent source of the errors was intralingual transfer, with 59 errors or 21,85%. It was caused by students often generalized what they know from their mother tongue to the new language. Then followed by communication strategy with 16 errors or 5,93%. The students tried to explore a way in delivering their intended message in writing based on their version but it lead them to the error. While there was no error of context of learning found.

⁹² H.Douglas Brown, *Principles of Language Learning and Teaching* (New York: Pearson Education, 2007), p.232

From the percentage above, it can be concluded the major source of error was interlingual transfer. It was caused by the students translated the Bahasa into English directly which have not the same at all.

B. Discussion

This research focussed on the types of error based on linguistic category taxonomy and the source of error according to Brown. To determine that the result was error, this research made the students to correct their work. The researcher corrected the first students' work by circling the errors. Then, the researcher gave the result to the students to be corrected by themselves by underlining the errors and adding other component or even changing the errors to be another form.

After students tried to correct by themselves, the students' task was collected again to the researcher as the final result of the students. The task was analyzed in accordance with the taxonomy used.

1. Types of Errors

The students' error in this research had been identified and calculated on the number of each error. The data will be described into explanation below.

a. Omission of *-ed* in regular past tense

This error was characterized by the absences of an item required in a well-formed utterance. Some students made this error because they did not write the verb correctly. They omitted several letters of the verb such as *-ed* which must exist within a morpheme. The total number of omission *-ed*

error committed by students were 59 items (see appendix). These following examples of the students' errors when they using action verb in writing recount text.

- 1) I help my mother to cleaning home
- 2) I and my family celebrate of idul adha
- 3) I'm rarely visit grandmother

The sentences in those example (a, b, and c) the students omitted an affix -ed which must exist in the past verb form of regular past tense. The revision of omission -ed errors were as follows:

- 1) I helped my mother to clean home
- 2) I and my family celebrated of idul adha
- 3) I'm rarely visited grandmother

From the example of students' error, it can be inferred that students might suppose in English verb did not have to change from the present to past or future, but actually verb needed to change from the present to past or future to express the tense.

b. Misselection of verb-I for past event.

Misselection errors were characterized by the use of the wrong form of a structure or morpheme. Some students made this error by using verb I that should use past form (verb II) of irregular past tense. The total number of this error were 116 items. These following were examples of the error:

- 1) I fall from tree manggo
- 2) We go to the beach afternoon

3) We buy vegetable in market

From the example, in the production of certain complex sentences, students substituted past verb of irregular form to basic form. The revision of these errors were:

1) I fell from tree mango

2) We went to the beach at afternoon

3) We bought vegetable in the market

In this error, it can be assumed that students only understood verb-1 that they often use in writing sentence.

c. Misselection of v-ing for past event

This error was characterized by incorrect selection of verb form. Some students made this error by using present participle in their writing which should use past tense form. The total number of this error were 30 items.

These following were examples of the error:

1) After that I am and my father fishing in behind my home

2) I camping three day two night

3) In there I playing and surrounding by bikesycle

Students added some latters or elements which were not suitable to the rules of the past form. The revision of these errors were:

1) After that I and my father fished in behind my home

2) I camped three days two nights

3) In there I played and surrounded by bikesycle

From the example above it can be seen that students generalized the rule that was not correct to apply to other word class.

d. Misselection of verb for past event

Misselection errors were characterized by the use of the wrong form of a structure or morpheme. Some students made these error because they did not really understand the transformation of the verb whether regular or irregular verbs in past form. There were 10 items of misselection of verb for past event error. The following were the example of students' errors:

1) I gone to traveling in palembang round

2) We seen animal in there

3) We are going to from school at 9.00

Students failed in transforming regular and irregular verbs into past form. Besides the students also committed errors by adding unnecessary element in the past form. The revision of these errors were:

1) I went to travel in around of Palembang

2) We saw animal there

3) We went from school at 9.0 a.m

From the example above, it can be concluded that this error occurred because the students confused to use which form of past tense verb, so that they used past participle even present participle.

e. Missformation of modal for past tense

Modals was one of auxiliary verb. Each modal had the different function. The verb following modal was not added by affix such as -ed, -d, -s, or -ing. Although in writing recount text used past verb that in regular verb by adding -d/-ed. There were 30 items of these errors. The following were the example of students' errors:

- 1) I can met my grandmother
- 2) I can celebrating the idul adha with my family
- 3) We can not climbed because we are little

From the example above, students made errorr because did not tranform the modal in to past form. Students used past verb form after the modal and also added unnecessary element which does not apply in the verb. The revision of these errors were:

- 1) I could meet my grandmother
- 2) I could celebrate the idul adha with my family
- 3) We could not climb because we are little

From this error, it can be inferred that students understood they should use past tense verb in recount text, but they did not understand how to apply the modal auxiliary with the verb in past event.

f. Inappropriate use of passive voice

The total errors were 7 items. Errors by transforming the verbs were not only to active voice, but in passive voice too. Students with the same ability

failed to formulate past verb form verb. The following were example of students' errors:

- 1) In night we visit by family
- 2) We are bring food and blanket

Students used basic form of verb to make passive voice form. Students also used the wrong tobe for past event. The revision were:

- 1) In the night we were visited by family
- 2) We were brought food and blanket

From the example, it was known that students get difficulties in making passive sentence, especially in past event.

g. Omission of verb

Omission was the absence of an item that should appear. If there was omission of verb, it would affect the sentence to be flaw. The total of the error were 11 items. The example were:

- 1) We picture together
- 2) We breakfast together
- 3) After lunch we pray

Based on the example above, it seems that students did not complete the verb with the common verb of 'have' and 'take' in front of the verb. the revision of the errors were :

- 1) We took a picture together
- 2) We had breakfast together
- 3) After had lunch we prayed

This error occurred because students did not know that actually they needed verb to complete the sentence. The students had not mastered the rule yet.

h. Addition of 'be' as full verb

Addition was characterized by the presence of an item which must not appear in a well-formed utterance. There were 2 items errors of addition of 'be as full verb. For example :

1) I'm and my friend was involved many animal kurban

The student added to be "was" in front of right verb form in past event. It could cause errors that become passive voice. The revision is:

1) I and my friend involved many sacrificial animals.

From the example above, it can be assumed that the students knew they should use simple past tense form in their writing, but they did not know when they should add *to be* in the sentence.

i. Negative transformation

In English, we created negative sentences by adding the word "not" after the first auxiliary verb in the positive sentence. There were 5 items error of making negative construction. For example:

1) I don't wanted to take a bath

2) I no go anywhere

From the example (1) student used present auxiliary to form negative sentence but the verb should in base verb. Students also omitted the auxiliary did to form the negative sentence. The revision are:

- 1) I did not want to take a bath
- 2) I did not go anywhere

From the example above, it was known that students did not know to construct negative form.

2. Source of Errors

Based on the description of data above, this research analyzed the data by presenting the sources of student's errors. By analyzing the source of error, the problems faced by students would be known. It would be explained as followed.

a) Interlingual Transfer

Interlingual transfer was the highest common source of error made by the students which the total result was 195 or 72,22 % error. Interlingual transfer was a significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference.⁹³ The interference of the first language involved in language learning process. These were the example errors caused by interlingual transfer:

⁹³ Ibid

- 1) "I'm yesterday **go** to pringsewu with my friend." It should be "Yesterday, I went to Pringsewu with my friend". The student was involved interlingual transfer because in Bahasa there is no difference of the verb form as in English which there were forms of regular and irregular verb.
- 2) "After lunch we pray." It should be "After having lunch we prayed." The student did not use verb "having" and used v1 to verb "prayed". It reflected that the student was still influenced by mother tongue language to make a sentence.

The explanation above was supported by the result of students' interview, that they still used grammar of Bahasa in writing English sentence. Moreover, they said that they made english sentence word by word by looking up the dictionary. It showed that they were already influenced by their mother tongue.

b) Intralingual Transfer

Intralingual transfer had 59 or 21,85% errors. Intralingual transfer occurred because the effect of forms of one language (usually the target language) on other forms within the same language.⁹⁴ Therefore the students had incorrect sentence structure because they generalized one rule to others. These were the examples of intralingual transfer:

- 1) "Last semester holiday i **going** to study tour to Bandung." It should be "Last semester holiday, I went to study tour to Bandung" it was caused

⁹⁴ Ibid, p 326

by intralingual transfer because the student generalized that the verb “go” must be added by “-ing”.

- 2) “I **can celebrated** this idul adha with my family.” It should be “I could celebrate this idul adha with my family.” The student over generalized that in writing recount text used past verb even in formation of modal. Whereas that should change is modal verb.

- 3) “We **seen** animal in there.” It should be “We saw animal there”. The student made error of using past participle to past verb.

From the explanation, it can be inferred that the students generalized one rule because they had not mastered yet the knowledge. It was also supported from the result of interview, students knew that there was the difference between grammar in Bahasa and English, but they did not understand English grammar well.

c) Context of Learning

In this research did not found error of context of learning. Context of learning refers to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a

textbook, or even because of a pattern that was rotely memorized in a drill but improperly contextualized.⁹⁵

d) Communication Strategy

The total result source of students' error of communication strategy was 16 or 5,93 % errors. Communication strategy related to the students' learning style. The students made a strategy to comprehend the material easily.⁹⁶ These were examples of communication strategy:

- 1) "My and friend swimming pool and selfie". It should be "I and friend swam and took a selfie". The student used "swimming pool" that means as place to swim and omitted verb "took" to word "selfie" but the intended message still can be comprehend. This was the student's strategy to express the idea in his/her mind in writing based on his/her version.
- 2) "I gone use bus." It should be "I went by using bus". The student used wrong form of verb and omitted preposition "by" to complete the verb. the student tried to communicate his/her idea but the strategy leads his/her to the error.
- 3) "I will not playstation until night again." It should be "I would not play playstation until night again". Student omitted the verb "play" but the message still can be understood. It might occured because student was fooled of the object name (playstation) which there was word play.

⁹⁵ Ibid, p. 234

⁹⁶ Ibid

From the explanation, we could see that students tried to explore a way in delivering their intended message in writing based on their version. Unfortunately, their strategy lead them to produce the error.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanation and the description in the previous chapter, this research would like to draw a conclusion that the eighth grade students of SMPN 1 Sumberejo still made many errors on using action verb in writing recount text. The most common types of errors made by the students are misselection of verb-1 for past event with the number of errors was 116 or 42,96% and omission of –ed in regular past tense with the number of error was 59 or 21,85 %.

The sources of errors identified in this study were interlingual transfer with the number was 195 or 72,22 % source of errors, intralingual transfer with the number was 59 or 21,85 % source of errors, and communication strategy with the number was 16 or 5,93 %. Interlingual transfer was the major source of the errors. These errors were caused by mother tongue interference. Students often translated what they want to deliver in their writing from their mother tongue to the new language. In the simple past tense, for instance, they were misselection between The Simple Present and The Simple Past Tense in writing Recount Text. All the errors they made occurred when they tried to tell their experience in English based on the comprehension and vocabularies they had in their mind.

A. Suggestion

Based on the finding of the research, this research would like to give some suggestion related to this result of the research. Hopefully it can be applied easily in teaching learning activity and decrease the errors.

1. The teacher has to keep giving students writing task regularly. By the task, students will be familiar to write.
2. The teacher has to make the students aware of their mistakes by letting them correct their errors with partner. Besides, this will make students find out their own mistakes, this also will motivate them in teaching learning process by doing it in pair.
3. The teacher should give feedback toward the students' writing and communicate their progress in writing.
4. The teacher has to be wise to determine the error of deviation from the target language system which must be treated and which mistake must be accepted.
5. The students should practice in writing started from the simplest one such as writing of a daily activity or writing of their past experience like recount text.
6. The students have to pay more attention to some aspects that are difficult for them in writing. After knowing their mistakes, the students should be able to learn from it, so they will not do the same mistakes.



Appendix 1

SILABUS

Sekolah : SMP N 1 Sumberejo
 Kelas : VIII (delapan)
 Mata Pelajaran : Bahasa Inggris
 Kompetensi Inti :

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari		Pembelajaran KI 1 dan KI 2 dilakukan secara tidak langsung (terintegrasi) dalam pembelajaran KI 3 dan KI 4	Penilaian KI 1 dan KI 2 dilakukan melalui pengamatan, penilaian diri oleh		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar			peserta didik, penilaian teman sejawat, dan jurnal		
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>					

<p>3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.14 Menangkap makna teks <i>recount</i> lisan dan tulis, pendek dan</p>	<p>Teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa</p> <p>- <i>Fungsi sosial</i></p> <p>Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.</p> <p>- <i>Struktur text</i> (gagasan utama dan informasi rinci)</p> <p>a. Memberikan pendahuluan (orientasi) dengan menyebutkan orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan</p> <p>b. Menguraikan urutan kejadian secara kronologis, urut dan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap teks tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks <i>recount</i>. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. 	<p>16 JP</p>	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari
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<p>4.15 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>sederhana, tentang kegiatan, kejadian, peristiwa.</p> <p>c. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/pe ngalaman yang telah disampaikan (opsional).</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p>- <i>Unsur kebahasaan</i></p> <p>(1) Kata kerja dalam Simple Past tense, Past Continuous Tense</p> <p>(2) Kosa kata: kata kerja yang menunjuk tindakan atau kegiatan</p> <p>(3) Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb.</p>	<p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, mencari dan mengumpulkan beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana. • Membaca semua teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> - fungsi sosial setiap teks 	<ul style="list-style-type: none"> • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks <i>recount</i>. <p>CARA PENILAIAN:</p> <p>SIKAP</p> <p>- Observasi</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap 		<p>internet, seperti:</p> <ul style="list-style-type: none"> - www.dailylenglish.com - http://americanenglish.state.gov/files/americanenglish/files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/
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	<p>(4) Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, on Monday, an hour ago, immediately</i>, dsb.</p> <p>(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p><i>Topik</i></p> <p>Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan sekitarnya</p>	<ul style="list-style-type: none"> - orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan - urutan kejadian secara kronologis, urut dan runtut - komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional, jika ada) - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif meniru contoh-contoh yang ada untuk membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang 	<p>kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</p> <p>- Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, termasuk kemudahan dan kesulitannya.</p> <p>PENGETAHUAN</p> <ul style="list-style-type: none"> • Tes tertulis Membaca dan 		
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	<p>dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>sesuai konteks.</p> <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> • Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Membuat beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur 	<p>menulis teks <i>recount</i> yang menuntut pemahaman dan pemaparan tentang kegiatan, kejadian, dan peristiwa.</p> <p>KETERAMPILAN</p> <ul style="list-style-type: none"> • Portofolio <ul style="list-style-type: none"> - Penilaian melalui karya-karya peserta didik dalam bentuk teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa nyata di lingkungan sekitar yang telah dibuat melalui tahap draf, telaah, perbaikan sampai menghasilkan karya terbaik 		
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		<p>kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb).</p> <ul style="list-style-type: none"> • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"> - Kumpulan karya teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa yang telah dibuat. - Kumpulan hasil analisis tentang beberapa teks <i>recount</i> karya peserta didik. - Lembar soal dan hasil tes <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <p>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk</p>		
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			menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, ketika muncul kesempatan, di dalam dan di luar kelas.		
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Appendix 2

DATA OF SAMPLE

NO	Name	Class	Score	Description
1	Amila Juli Kaifa	VIII F	70	Under Standard Score
2	Ananda Putri Nabila	VIII F	75	Standard Score
3	Andi Saputra	VIII F	30	Under Standard Score
4	Anggi Kurniawan	VIII F	40	Under Standard Score
5	Anisa Nur Kholifah	VIII F	65	Under Standard Score
6	Aprelia Anggraini	VIII F	80	Standard Score
7	Bayu Agustia	VIII F	70	Under Standard Score
8	Chiko Erlando	VIII F	60	Under Standard Score
9	Elvan Geri Indrawan	VIII F	80	Standard Score
10	Farhatus Sania	VIII F	80	Standard Score
11	Faridatul Mirfaqo	VIII F	60	Under Standard Score
12	Ferdiansyah	VIII F	50	Under Standard Score
13	Galuh Setia Ayuningtyas	VIII F	35	Under Standard Score
14	Ibnu Aji Saputra	VIII F	70	Under Standard Score
15	Irwan Pranoto	VIII F	65	Under Standard Score
16	Mahmud Anwar Sidik	VIII F	80	Standard Score
17	Muhammad Irfani	VIII F	45	Under Standard Score
18	Mukhlis Maulana	VIII F	85	Standard Score
19	Mustika Cahya P.	VIII F	80	Standard Score

20	Nabila Hakim	VIII F	35	Under Standard Score
21	Nandaria Saputri	VIII F	85	Standard Score
22	Noval Adriansyah	VIII F	80	Standard Score
23	Novita Tria Rizky	VIII F	60	Under Standard Score
24	Putri Dewa Valentina	VIII F	40	Under Standard Score
25	Rika Lestari	VIII F	70	Under Standard Score
26	Riky Kurniawan	VIII F	80	Standard Score
27	Rully Setiawan	VIII F	80	Standard Score
28	Siti Maysaroh	VIII F	70	Under Standard Score
29	Succi Angelia	VIII F	50	Under Standard Score
30	Sultan Hidayatulloh	VIII F	75	Standard Score
31	Tasya Aprilia Saputri	VIII F	30	Under Standard Score
32	Tegar Pambudi	VIII F	75	Standard Score
33	Vio Anggara	VIII F	90	Standard Score
34	Wulan Shifa Chorisia	VIII F	90	Standard Score
35	Yanu Cahyani	VIII F	70	Under Standard Score
36	Zea Zeta Iranu	VIII F	70	Under Standard Score

Appendix 3**DATA OF POPULATION**

NO	Name	Class	Score	Description
1	Ade Fitra Afrizal	VIII A	79	Standard Score
2	Adinda Putri Salsabila	VIII A	85	Standard Score

3	Alvia Damayanti	VIII A	80	Standard Score
4	Arlin Sefalia Cristi	VIII A	85	Standard Score
5	Aziz Rahman Hakim	VIII A	79	Standard Score
6	Bagus Setiawan	VIII A	78	Standard Score
7	Chairil Amar	VIII A	79	Standard Score
8	Dani Firmansyah	VIII A	79	Standard Score
9	Deila Eka Budi Utomo	VIII A	79	Standard Score
10	Deni Pangestu	VIII A	78	Standard Score
11	Deviana	VIII A	80	Standard Score
12	Devya Aulia	VIII A	90	Standard Score
13	Dewi Sulistiyo Ningrum	VIII A	80	Standard Score
14	Dien Kartiyani	VIII A	78	Standard Score
15	Dina Farhani	VIII A	80	Standard Score
16	Dito Farinda Ayub	VIII A	78	Standard Score
17	Faruq Al Fajar	VIII A	79	Standard Score
18	Febi Ramadhan	VIII A	78	Standard Score
19	Ferdinan	VIII A	78	Standard Score
20	Hanindita Monica Saputeri	VIII A	80	Standard Score
21	Ibni Nurhidayah	VIII A	80	Standard Score
22	Irawati	VIII A	80	Standard Score
23	Klarisa Arta Mevia	VIII A	80	Standard Score
24	Lina Dwi Ameliana	VIII A	78	Standard Score

25	M. Dicky Revaldo	VIII A	79	Standard Score
26	M. Irfan Fakhruddin	VIII A	79	Standard Score
27	Muhammad Solihin	VIII A	89	Standard Score
28	Nadia Aprillia Agatha	VIII A	79	Standard Score
29	Rendika Yogo Ricardo	VIII A	79	Standard Score
30	Rio Ahmad Dani	VIII A	80	Standard Score
31	Sely Rizky Nurtiyas	VIII A	80	Standard Score
32	Teddy Danuarta	VIII A	79	Standard Score
33	Tika Indriani	VIII A	85	Standard Score
34	Vita Febriyana	VIII A	85	Standard Score
35	Yesha Junita Tri Wahyuni	VIII A	80	Standard Score
36	Yusuf Alfikri	VIII A	78	Standard Score

NO	Name	Class	Score	Description
1	Aprizal Fadli	VIII B	78	Standard Score
2	Atha Azarine	VIII B	90	Standard Score
3	Azizah Kurnia Sari	VIII B	80	Standard Score
4	Bunga Amanda	VIII B	80	Standard Score
5	Sintia Irawan	VIII B	82	Standard Score
6	Danu Anggara Putra	VIII B	78	Standard Score
7	Devina Putri Azarah	VIII B	77	Standard Score
8	Dwi Aryani	VIII B	80	Standard Score

9	Galih Agustian	VIII B	86	Standard Score
10	Gustiana Sandy Pramesti	VIII B	86	Standard Score
11	Kevin Karela Rishanda	VIII B	85	Standard Score
12	Kirana Patricia Putri	VIII B	82	Standard Score
13	Lela Sulistiya Ningrum	VIII B	80	Standard Score
14	Maulana Aditio Gumay	VIII B	78	Standard Score
15	Melati Setia Ningrum	VIII B	85	Standard Score
16	Muhammad Daffa Pratama	VIII B	82	Standard Score
17	Mutiara Septia Putri	VIII B	86	Standard Score
18	Nabila Sari Amanda	VIII B	80	Standard Score
19	Rahmawati	VIII B	50	Under Standard Score
20	Rangga Raditya Haginata	VIII B	86	Standard Score
21	Reyhan Rafitra Pradana	VIII B	80	Standard Score
22	Reza Setiawan	VIII B	86	Standard Score
23	Ricky Rianto	VIII B	78	Standard Score
24	Riska Dwi Ananta	VIII B	90	Standard Score
25	Sandystia Putra	VIII B	78	Standard Score
26	Siti Cahyani	VIII B	77	Standard Score
27	Vanesa Lutfia Diauza	VIII B	80	Standard Score
28	Vito Ravi Alvino	VIII B	85	Standard Score
29	Wahyu Bintang Wirabasa	VIII B	85	Standard Score
30	Wahyu Gilang Al Fajri	VIII B	86	Standard Score

31	Wahyu Riyadi	VIII B	70	Under Standard Score
32	Yudha Prasetya	VIII B	78	Standard Score

NO	Name	Class	Score	Description
1	Aditya Rangga Putra	VIII C	78	Standard Score
2	Alfi Ilham Jaya Kusuma	VIII C	78	Standard Score
3	Alvio Ramadhani	VIII C	80	Standard Score
4	Anisa Amaliya	VIII C	78	Standard Score
5	Arum Puspita Sari	VIII C	80	Standard Score
6	Danu Setiawan Adnansyah	VIII C	86	Standard Score
7	Debi Putra Ngalim	VIII C	78	Standard Score
8	Diki Nopanda	VIII C	80	Standard Score
9	Doni Saputra	VIII C	80	Standard Score
10	Dwi Luki Kurniawan	VIII C	78	Standard Score
11	Egar Wahyu Saputra	VIII C	78	Standard Score
12	Ema Hegar Sari	VIII C	80	Standard Score
13	Ferdian	VIII C	82	Standard Score
14	Ibnu Khoiron	VIII C	86	Standard Score
15	Ika Ariyani	VIII C	80	Standard Score
16	Imam Muzaki	VIII C	80	Standard Score
17	Indra Nugraha	VIII C	78	Standard Score
18	Intan Kurnia Sari	VIII C	78	Standard Score

19	Jesilia Adelina	VIII C	78	Standard Score
20	Kurnia Risma Fadila	VIII C	80	Standard Score
21	M. Royhan Firdaus	VIII C	78	Standard Score
22	Mayrina Sheila Kanza	VIII C	80	Standard Score
23	Muhammad Irfansyah	VIII C	78	Standard Score
24	Nadila Febilia Afrisa	VIII C	78	Standard Score
25	Nanda Adhe Setyawan	VIII C	78	Standard Score
26	Nisa Kholifatul Fitroh	VIII C	60	Under Standard Score
27	Novita Anggraini	VIII C	76	Standard Score
28	Prahma Wati	VIII C	85	Standard Score
29	Rama Aldi Kurniawan	VIII C	85	Standard Score
30	Restu Amalya Isworo	VIII C	78	Standard Score
31	Serly Siska Arnelia	VIII C	80	Standard Score
32	Sevia Cici Cahyani	VIII C	80	Standard Score
33	Uswatun Khasanah	VIII C	82	Standard Score
34	Windu Putra Pratiwi	VIII C	78	Standard Score
35	Wulan Saputri	VIII C	80	Standard Score

NO	Name	Class	Score	Description
1	Ade Alfarizi	VIII D	77	Standard Score
2	Aderina Nydia Putri	VIII D	82	Standard Score

3	Adindha Putri Ramadhani	VIII D	80	Standard Score
4	Ahmad Raya Atalla	VIII D	70	Standard Score
5	Alif Rizki Raffiyan Putra	VIII D	65	Under Standard Score
6	Altama Muzakkir Fahkri	VIII D	78	Standard Score
7	Amelia Nur Maharani	VIII D	65	Under Standard Score
8	Annisa Samanta Putri	VIII D	80	Standard Score
9	Arpan Heriyanto	VIII D	82	Standard Score
10	Dara Dinanti	VIII D	65	Under Standard Score
11	Devin Kahsafa	VIII D	80	Standard Score
12	Dinda Amalia Lestari	VIII D	85	Standard Score
13	Divo Valentino Siray	VIII D	60	Under Standard Score
14	Dona Mayluna	VIII D	80	Standard Score
15	Fredi Kusuma	VIII D	78	Standard Score
16	Indah Sapitri	VIII D	78	Standard Score
17	Joy Aditya Endarta	VIII D	80	Standard Score
18	Luthan Ramadhani	VIII D	85	Standard Score
19	Maya Jovita Sari	VIII D	80	Standard Score
20	Metasari	VIII D	65	Under Standard Score
21	Muhammad Fadilah	VIII D	90	Standard Score
22	Mustafa	VIII D	70	Under Standard Score
23	Piko Lesmana	VIII D	85	Standard Score
24	Raden Muhammad Rizal	VIII D	90	Standard Score

25	Rian Dinata	VIII D	70	Under Standard Score
26	Rifky Ahmad Fahrezi	VIII D	80	Standard Score
27	Riki Ari Jaya	VIII D	90	Standard Score
28	Risdian Dwi Nugroho	VIII D	80	Standard Score
29	Rizka Oktaviani	VIII D	75	Standard Score
30	Sefiya Mutiara Putri	VIII D	70	Under Standard Score
31	Siti Nurhalimah	VIII D	75	Standard Score
32	Winda Cahyani	VIII D	85	Standard Score
33	Yulianti Endang Wardani	VIII D	75	Standard Score

NO	Name	Class	Score	Description
1	Abdul Rohim	VIII E	80	Standard Score
2	Agung Nugraha	VIII E	45	Under Standard Score
3	Alif Valerian	VIII E	50	Under Standard Score
4	Anindi Leni Lestari	VIII E	79	Standard Score
5	Anisa Patmasari	VIII E	80	Standard Score
6	Avia Agnis Rini	VIII E	80	Standard Score
7	Dhita Fitriyani	VIII E	82	Standard Score
8	Dita Rizkia	VIII E	80	Standard Score
9	Eric Setiawan	VIII E	77	Standard Score
10	Farhan Pasha	VIII E	78	Standard Score
11	Gunawan Medi Putra	VIII E	60	Under Standard Score

12	Hafid Maulana	VIII E	78	Standard Score
13	Hanif Rizal Amanullah	VIII E	50	Under Standard Score
14	Irfan Daniyus	VIII E	82	Standard Score
15	Ita Rodiana Sari	VIII E	80	Standard Score
16	Khayla Putri Fellisya	VIII E	80	Standard Score
17	M. Nuril Husein	VIII E	76	Standard Score
18	Mariyam Ulfa	VIII E	82	Standard Score
19	M. Jhonson Riski	VIII E	76	Standard Score
20	Meiliza Parandita	VIII E	80	Standard Score
21	Muhammad Elvino Januar	VIII E	70	Under Standard Score
22	M. Haris Faturrahman	VIII E	70	Under Standard Score
23	Novita Dwi Khairani	VIII E	78	Standard Score
24	Oktaviano Buana Putra	VIII E	78	Standard Score
25	Resiani Safitri	VIII E	80	Standard Score
26	Reynald Ramansyah	VIII E	80	Standard Score
27	Rizka Maharani Kusriandi	VIII E	80	Standard Score
28	Rosmila	VIII E	85	Standard Score
29	Sangga Putra	VIII E	60	Under Standard Score
30	Shafa Andika	VIII E	77	Standard Score
31	Shivia Adelia Maharani	VIII E	60	Under Standard Score
32	Suci Nurul Khotimah	VIII E	80	Standard Score
33	Wulan Anggraini	VIII E	85	Standard Score

NO	Name	Class	Score	Description
1	Amila Juli Kaifa	VIII F	70	Under Standard Score
2	Ananda Putri Nabila	VIII F	75	Standard Score
3	Andi Saputra	VIII F	30	Under Standard Score
4	Anggi Kurniawan	VIII F	40	Under Standard Score
5	Anisa Nur Kholifah	VIII F	65	Under Standard Score
6	Aprelia Anggraini	VIII F	80	Standard Score
7	Bayu Agustia	VIII F	70	Under Standard Score
8	Chiko Erlando	VIII F	60	Under Standard Score
9	Elvan Geri Indrawan	VIII F	80	Standard Score
10	Farhatus Sania	VIII F	80	Standard Score
11	Faridatul Mirfaqo	VIII F	60	Under Standard Score
12	Ferdiansyah	VIII F	50	Under Standard Score
13	Galuh Setia Ayuningtyas	VIII F	35	Under Standard Score
14	Ibnu Aji Saputra	VIII F	70	Under Standard Score
15	Irwan Pranoto	VIII F	65	Under Standard Score
16	Mahmud Anwar Sidik	VIII F	80	Standard Score
17	Muhammad Irfani	VIII F	45	Under Standard Score
18	Mukhlis Maulana	VIII F	85	Standard Score
19	Mustika Cahya P.	VIII F	80	Standard Score
20	Nabila Hakim	VIII F	35	Under Standard Score
21	Nandaria Saputri	VIII F	85	Standard Score

22	Noval Adriansyah	VIII F	80	Standard Score
23	Novita Tria Rizky	VIII F	60	Under Standard Score
24	Putri Dewa Valentina	VIII F	40	Under Standard Score
25	Rika Lestari	VIII F	70	Under Standard Score
26	Riky Kurniawan	VIII F	80	Standard Score
27	Rully Setiawan	VIII F	80	Standard Score
28	Siti Maysaroh	VIII F	70	Under Standard Score
29	Succi Angelia	VIII F	50	Under Standard Score
30	Sultan Hidayatulloh	VIII F	75	Standard Score
31	Tasya Aprilia Saputri	VIII F	30	Under Standard Score
32	Tegar Pambudi	VIII F	75	Standard Score
33	Vio Anggara	VIII F	90	Standard Score
34	Wulan Shifa Chorisia	VIII F	90	Standard Score
35	Yanu Cahyani	VIII F	70	Under Standard Score
36	Zea Zeta Iranu	VIII F	70	Under Standard Score

Appendix 4

The Correction of the Errors Found in Students' Recount Text

No	The students's error	Correction	Types of error	Source of Error
Students 1				
1	My mother order i'm and my sister to go market	My mother ordered me and my sister to go to the market	Omission of – ed	Interlingual transfer

2	So we are go to market in the morning	So we went to market in the morning	Misselection of v1 for past event	Interlingual transfer
3	We buy vegetable in market	We bought vegetable in market	Misselection of v1 for past event	Interlingual transfer
4	My sister tell i'm to writing vegetable	My sister told me to write vegetable	Misselection of v1 for past event	Interlingual transfer
5	My sister teach i'm to buy vegetable fresh	My sister taught me to buy fresh vegetable	Misselection of v1 for past event	Interlingual transfer
6	I bring bag vegetable	I brought bag vegetable	Misselection of v1 for past event	Interlingual transfer
7	I never shopping to market	I never shopped to market	Misselection of v-ing for past event	Intralingual transfer
Student 2				
8	My and my family go to beach	I and my family went to the beach	Misselection of V1 for past event	Interlingual transfer
9	We go to the beach at 08.00-14.00	We went to the beach at 08.00-14.00	Misselection of V1 for past event	Interlingual transfer
10	My and friend swimming pool and selfie	I and friend swam and took a selfie	Misselection of V-ing for past event, and omission of verb	Intralingual transfer, communication strategy

11	My search batu karang by friend	I sought coral reef with my friend	Misselection of V1 for past event	Interlingual transfer
12	My and friend eat buy chicken	I and friend ate by buying chicken	Misselection of V1 for past event	Interlingual transfer
Student 3				
13	I'm yesterday go to pringsewu with my friend go to my house grandmother	Yesterday i went to pringsewu with my friend to my grandmother' house	Misselection of v1 for past event	Interlingual transfer
14	I'm buy fruit for souvenir grandmother	I bought fruit as souvenir for grandmother	Misselection of v1 for past event	Interlingual transfer
15	I'm meet grandmother and family	I met grandmother and family	Misselection of v1 for past event	Interlingual transfer
16	I'm give money from grandmother	I was given money by grandmother	Inappripriate use of passive voice	Interlingual transfer
17	I'm rarely visit grandmother	I rarely visited grandmother	Omission of -ed	Interlingual transfer
Student 4				
18	One day i am with my friends go to sariringgung beach	One day i and my friends went to sariringgung beach	Misselection of v1 for past event	Interlingual transfer
19	To arrive in	Arriving in the	Omission of	Interlingual

	beach we straight lunch	beach we straight had lunch	verb	transfer
20	After lunch we pray	After having lunch we prayed	Omission of verb	Interlingual transfer
21	After we pray we play in beach	After we prayed we played in the beach	Omission of – ed, Omission of –ed	Interlingual transfer, Interlingual transfer
22	We swim and play football beach	We swam and played beach football	Misselection of v1 for past event, omission of –ed	Interlingual transfer, Interlingual transfer
23	In the beach many people holyday bring food	In the beach many vacationers brought food	Misselection of v1 for past event	Interlingual transfer
24	Many people relax	Many people relaxed	Omission of – ed	Interlingual transfer
25	Many people ride mountain	Many people rode the mountain	Misselection of v1 for past event	Interlingual transfer
26	They can looked panorama from above	The could look panorama from above	Missformation modal for past tense	Intralingual transfer
Student 5				
27	My and family go to beach Kota Agung in bus	I and my family went to the beach Kota Agung by bus	Misselection of V1 for past event	Interlingual transfer
28	We go to beach	We went to the	Misselection of	Interlingual

	at 11.00-18.00	beach at 11.00-18.00	V1 for past event	transfer
29	My and family swimming pool and selfie	I and friend swam and took a selfie	Misselection of V-ing for past event, and omission of verb	Intralingual transfer, communication strategy
30	My search batu karang by sister	I sought coral reef with my friend	Misselection of V1 for past event	Interlingual transfer
31	My and family eat buy chicken	I and friend ate by buying chicken	Misselection of V1 for past event	Interlingual transfer
Student 6				
32	My and friend go to beach	I and my family went to the beach	Misselection of V1 for past event	Interlingual transfer
33	We go to the beach at 09.00-14.00	We went to the beach at 09.00-14.00	Misselection of V1 for past event	Interlingual transfer
34	My and friend swimming pool and selfie	I and friend swam and took a selfie	Misselection of V-ing for past event, and omission of verb	Intralingual transfer, communication strategy
35	My search batu karang by friend	I sought coral reef with my friend	Misselection of V1 for past event	Interlingual transfer
36	My and friend eat buy chicken	I and friend ate by buying	Misselection of V1 for past	Interlingual transfer

		chicken	event	
Student 7				
37	End year my and pupil SMP N 1 Sumberejo go to road study tour to bandung and jogja	The end of the year i and pupil of SMP N 1 Sumberejo went to road study tour to bandung and jogja	Misselection of v1 for past event	Interlingual transfer
38	Arrive di pelabuhan my and pupil to climb ship	Arriving at the harbor i and pupil climbed the ship	Misselection of v1 for past event	Interlingual transfer, interlingual transfer
39	Arrive to bandung my repose in hotel	Arriving at bandung i reposed in the hotel	Omission of – ed	Interlingual transfer
40	My and pupil visit candi borobudur and keraton	I and pupils visited borobudur temple and palace	Omission of – ed	Interlingual transfer
41	My buy souvenir many to family my	I bought many souvenir to my family	Misselection of v1 for past event	Interlingual transfer
42	I want go to bandung and jogja again next time	I wanted to go to bandung and jogja again in the next time	Omission of – ed	Interlingual transfer
Student 8				
43	Last semester holiday i going	Last semester holiday i went to	Misselection of v-ing for past	Intralingual

	to study tour to bandung	study tour to Bandung	event	transfer
44	We are going to from school at 9.00	We went from school at 9.0 a.m	Misselection of verb for past event	Intralingual transfer
45	My friends take a bath in mosque	My friends took a bath in the mosque	Misselection of v1 for past event	Interlingual transfer
46	But i just brush my tooth	But i just brushed my teeth	Omission of -ed	Interlingual transfer
47	And wash my face	And washed my face	Omission of –ed	Interlingual transfer
48	When i touch the water first	When i touched the water first	Omission of –ed	Interlingual transfer
49	And don't wanted to take a bath	And did not want to take a bath	Inappropriate use of negative	Intralingual transfer
50	After that we going to restaurant to breakfast	After that we went to restaurant to have breakfast	Misselection of v-ing for past event	Intralingual transfer, communication strategy
51	Then we go to taman safari bogor	Then we went to taman safari bogor	Misselection of v1 for past event	Interlingual transfer
52	We seen animal in there	We saw animal there	Misselection of verb for past event	Intralingual transfer
53	We also watching sirkus animal	We also watched animal circus	Misselection of v-ing for past event	Intralingual transfer

54	We going to villa to relaxion	We went to villa to relax	Misselection of v-ing for past event	Intralingual transfer
55	I can spent my time with my friends	I could spend my time with my friends	Missformation of modal for past tense	Intralingual transfer
56	We can playing, laughing, and kidding together	We could play, laugh, and joke together	Missformation of modal for past tense, Missformation of modal for past tense Missformation of modal for past tense	Intralingual transfer, Intralingual transfer, Intralingual transfer
Student 9				
57	I celebrate idul adha to kotaagung beach	I celebrated idul adha to kotaagung beach	Omission of -ed	Interlingual transfer
58	We go to the beach afternoon	We went to the beach at afternoon	Misselection of v1 for past event	Interlingual transfer
59	After my father go to home from mosque bring meat kurban	After my father went home from mosque brought meat kurban	Misselection of v1 for past event	Interlingual transfer
60	My mother cook meat	My mother cooked meat	Omission of -ed	Interlingual transfer
61	We go to the beach bring meat	We went to the beach by bringing meat	Misselection of v1 for past event	Interlingual transfer

62	We roast meat together	We reasted meat together	Omission of -ed	Interlingual transfer
63	and eat together	And ate together	Misselection of v1 for past event	Interlingual transfer
64	We also swim	We also swam	Misselection of v1 for past event	Interlingual transfer
65	And play water	And played the water	Omission of -ed	Interlingual transfer
66	After tired we decide to go to home	After tired we decided to go home	Omission of -ed	Interlingual transfer
67	Arrive at home i am take a bath and eat	Arriving at home i took a bath and ate	Misselection of v1 for past event	Interlingual transfer
68	After that i go to sleep	After that i went to sleep	Misselection of v1 for past event	Interlingual transfer
Student 10				
69	I go to looked grandmother to Java west	I went to look grandmother to West Java	Misselection of v1 for past event	Interlingual transfer
70	I come to home grandmother	I came to grandmother's home	Misselection of v1 for past event	Interlingual transfer
71	I ask go road to top	I asked to go to Puncak	Misselection of v1 for past event	Interlingual transfer

Student 11				
72	After i come back to mosque	After i came back from mosque	Misselection of V1 for past event	Interlingual transfer
73	I help my mother to cleaning home	I helped my mother to clean home	Omission of – ed	Interlingual transfer
74	The first i and my family eat soup	The first i and my family ate soup	Misselection of V1 for past event	Interlingual transfer
75	I help my mother to washing plate	I helped my mother to wash plate	Omission of – ed	Interlingual transfer
76	I can celebrated this idul adha with my family	I could celebrate this idul adha with my family	Missformation of modal for past tense	Intralingual transfer
77	I can help my mother	I could help my mother	Missformation of modal for past tense	Interlingual transfer
78	I can met my grandmother	I could meet my grandmother	Missformation of modal for past tense	Interlingual transfer
Student 12				
79	I don't celebrate	I did not celebrate	Inappropriate use for negative	Interlingual transfer
80	But my friend give surprise	But my friend gave surprise	Misselection of v1 for past event	Interlingual transfer
81	They give cake	They gave cake	Misselection of v1 for past	Interlingual

	and gift	and gift	event	transfer
82	My mother also buy i cloth	My mother also bought me a cloth	Misselection of v1 for past event	Interlingual transfer
Student 13				
83	I traveling in my aunty's home	I travelled to my aunty's home	Misselection of v-ing for past event	Intralingual transfer
84	I meet location in Universitas Lampung (UNILA)	I met locations in Universitas Lampung (UNILA)	Misselection of v1 for past event	Interlingual transfer
85	I come back to home to take a res	I came back to home to take a rest	Misselection of v1 for past event	Interlingual transfer
86	I go to looked grandmother to Java west	I went to look grandmother to West Java	Misselection of v1 for past event	Interlingual transfer
87	I hope i can traveling with my aunty again	I hoped i could travel with my aunty again	Missformation of modal for past tense	Intralingual transfer
Student 14				
88	Last semester i gone to jogja with my friends and my teacher	Last semester i went to jogja with my friends and my teacher	Misselection of verb for past event	Intralingual transfer
89	I gone use bus	I went by using bus	Misselection of verb for past event	Intralingual transfer

90	We breakfast together	We had breakfast together	Omission of verb	Communication strategy
91	In there i meet tourist from out country	In there i met tourist from other country	Misselection of v1 for past event	Interlingual transfer
92	We picture together	We took a picture together	Omission of verb	Communication strategy
Student 15				
93	I am follow study tour to bandung	I followed study tour to Bandung	Omission of -ed	Interlingual transfer
94	I going together friends and teacher	I went with friends and teacher	Misselection of v-ing for past event	Intralingual transfer
95	We going to by bus	We went by bus	Misselection of v-ing for past event	Intralingual transfer
96	In bus we singing and playing game	In the bus we sang and played the game	Misselection of v-ing for past event, Misselection of v-ing for past event	Intralingual transfer
97	In bus we singing and playing game	In the bus we sang and played the game	Misselection of v1 for past event	Interlingual transfer
98	When in ship we see view sea	When in the ship we saw the view of sea	Misselection of v1 for past event	Interlingual transfer

99	I photo with friends and teacher	I took a photo with friends and teacher	Omission of verb	Communication strategy
100	We visiting some place tourism	We visited some tourism place	Misselection of v-ing for past event	Intralingual transfer
Student 16				
101	I and family go to holiday to jakarta	I and family went to holiday to jakarta	Misselection of v1 for past event	Interlingual transfer
102	I and family go to traveling to some places	I and family went to travel to some places	Misselection of v1 for past event	Interlingual transfer
103	Because can meet with my brother and my sister	Because could meet with my brother and my sister	Missformation modal for past tense	Interlingual transfer
104	In there i playing and surrounding by bikesycle	In there i played and surrounded by bikesycle	Misselection of v-ing for past event, Misselection of v-ing for past event	Intralingual transfer, intralingual transfer
105	After that we continue the journey	After that we continued the journey	Omission of –ed	Interlingual transfer
106	To seeking restaurant for dinner	Sought restaurant for dinner	Misselection of v-ing for past event	Intralingual transfer
107	After eat we continue go	After eating we continued to go	omission of -ed	interlingual

	home	home		transfer
108	Arrive at home we take a rest	Arriving at home we took a rest	Misselection of v1 for past event	Interlingual transfer
Student 17				
109	I leave to place grandmother i yang there in pringsewu	I left to my grandmother place in pringsewu	Misselection of v1 for past event	Interlingual transfer
110	I go to and family	I went with family	Misselection of v1 for past event	Interlingual transfer
111	Family i'm yang from bandar lampung come there also	My family that from bandar lampung also came there	Misselection of v1 for past event	Interlingual transfer
112	We gather and eat together	We gathered and ate together	Omission of – ed	Interlingual transfer
113	We gather and eat together	We gathered and ate together	Misselection of v1 for past event	Interlingual transfer
Student 18				
114	I come late to school	I came late to the school	Misselection of v1 for past event	Interlingual transfer
115	Because i play playstation until 2.00 in the night	Because i played playstation until 2 a.m in the night	Omission of – ed	Interlingual transfer
116	Because my	Because my	Misselection of v1 for past	Interlingual

	parent sleep	parent slept	event	transfer
117	In morning i wake late	In the morning i woke late	Misselection of v1 for past event	Interlingual transfer
118	I wake o'clock 07.00	I woke up at 7.am	Misselection of v1 for past event	Interlingual transfer
119	I take a bath fast	I took a bath fastly	Misselection of v1 for past event	Interlingual transfer
120	I don't breakfast	I did not have breakfast	Inappropriate use of negative	Communication strategy
121	I seek my key motorsicle	I sought my motorsycle key	Misselection of v1 for past event	Interlingual transfer
122	I don't finded it	I did not find it	Inappropriate use of negative	Communication strategy
123	My mother angry i'm	My mother scolded me	Misselection of v1 for past event	Interlingual transfer
124	Akhirnya my father deliver i'm to school	Finally my father delivered me to the school	Omission of – ed	Interlingual transfer
125	When i enter gate	When i entered the gate	Omission of – ed	Interlingual transfer
126	I'm calling by teacher	I was called by teacher	Inappropriate use of passive voice	Communication strategy
127	I'm punish to	I was punished to	Inappropriate use of passive	Intralingual

	cleaning	clean	voice	transfer
128	When i'm arrive class	When i arrived in the class	Omission of –ed	Interlingual transfer
129	I'm feel shy	I felt shy	Misselection of v1 for past event	Interlingual transfer
130	I will not playstation until night again	I would not play playstation until night again	Missformation modal for past tense, omission of verb	Interlingual transfer, Communication strategy
Student 19				
131	In the last semester i was going to palembang with my family	In the last semester i went to palembang with my family	Misselection of verb for past event	Intralingual transfer
132	I gone to Musi River	I went to Musi river	Misselection of verb for past event	Intralingual transfer
133	I gone to traveling in palembang round	I went to travel in around of Palembang	Misselection of verb for past event	Intralingual transfer
134	I want next time can going there again	I wanted next time could go there again	Missformation of modal for past tense	Intralingual transfer
135	I go home by train	I went home by train	Misselection of v1 for past event	Interlingual transfer
Student 20				

136	My and friend go to beach	I and my family went to the beach	Misselection of V1 for past event	Interlingual transfer
137	We go to the beach at 09.00-14.00	We went to the beach at 09.00-14.00	Misselection of V1 for past event	Interlingual transfer
138	My and friend swimming pool and selfie	I and friend swam and took a selfie	Misselection of V-ing for past event, and omission of verb	Intralingual transfer, communication strategy
139	My search batu karang by friend	I sought coral reef with my friend	Misselection of V1 for past event	Interlingual transfer
140	My and friend eat buy chicken	I and friend ate by buying chicken	Misselection of V1 for past event	Interlingual transfer
Student 21				
141	After i come back to mosque	After i came back from mosque	Misselection of V1 for past event	Interlingual transfer
142	I help my mother to cleaning home	I helped my mother to clean home	Omission of –ed	Interlingual transfer
143	I and my family eaten meat	I and my family ate meat	Misselection of verb for past event	Intralingual transfer
144	I help my mother to wash plate	I helped my mother to wash plate	Omission of –ed	Interlingual transfer

145	My grandmother new come back to Jakarta	My grandmother just came back from Jakarta	Misselection of V1 for past event	Interlingual transfer
146	I can celebrated this idul adha with my family	I could celebrate this idul adha with my family	Missformation of modal for past event	Intralingual transfer
147	I can helped my mother	I could help my mother	Missformation of modal for past event	Intralingual transfer
148	I can met my grandmother	I could meet grandmother	Missformation of modal for past event	Interlingual transfer
Student 22				
149	I celebrate with my family in home	I celebrated with my family in home	Omission of – ed	Interlingual transfer
150	In night i say takbir in mosque	In the night i said takbir in the mosque	Misselection of v1 for past event	Interlingual transfer
151	In morning i praying idul adha in mosque	In the morning i prayed idul adha in the mosque	Misselection of v-ing for past event	Intralingual transfer
152	After finish i go to home	After finished i went home	Misselection of v1 for past event	Interlingual transfer
153	I follow my father to mosque again looked cow and goat is slaughter	I followed my father to the mosque again to look cow and goat were	Omission of – ed	Interlingual transfer

		slaughtered		
154	I follow my father to mosque again looked cow and goat is slaughter	I followed my father to the mosque again to look cow and goat were slaughtered	Inappropriate use of passive voice	Communication strategy
155	Next i go to home	Next i went to home	Misselection of v1 for past event	Interlingual transfer
Student 23				
156	I fall from tree manggo	I fell from manggo tree	Misselection of v1 for past event	Interlingual transfer
157	We can not climbed because we are little	We could not climb because we were little	Missformation of modal for past tense	Intralingual transfer
158	Because my friend dare i	Because my friend dared me	Misselection of v1 for past event	Interlingual transfer
159	I brave my to climbing	I braved my self to climb	Misselection of v1 for past event	Interlingual transfer
160	I want to proved that i was great	I wanted to prove that i was great	Misselection of v1 for past event	Interlingual transfer
161	I start looking fruit	I started to look for the fruit	Omission of – ed	Interlingual transfer
162	I fall from the tree	I fell from the tree	Misselection of v1 for past	Interlingual transfer

			event	
163	I crying because my body is sick	I cried bacuse of my body in pain	Misselection of v-ing for past event	Intralingual transfer
Student 24				
164	I spend the time in home	I spent the time at home	Misselection of v1 for past event	Interlingual transfer
165	I help my mother to cook in the kitchen	I helped my mother to cook in the kitchen	Omission of –ed	Interlingual transfer
166	After that i to clean the floor	After that i cleaned the floor	Omission of –ed	Interlingual transfer
167	And i to wash plate	And i washed the plate	Omission of –ed	Interlingual transfer
Student 25				
168	I'm and my famili go to musque	I and my family went to mosque	Misselection of V1 for past event	Interlingual transfer
169	I'm looked my friend	I looked my friend	Addition of 'be' as full verb	Interlingual transfer
170	I'm and my friend was involved many animal kurban	I and my friend involved many animal kurban	Addition of 'be' as full verb	Interlingual transfer
171	After that my father help his friend to cut animal kurban	After that my father helped his friend to cut	Omission of -ed	Interlingual transfer

Student 26				
172	My father come back home	My father came back home	Misselection of v1 for past event	Interlingual transfer
173	I and my father go to market buying meet for cooked soup meat	I and my father went to market to buy meat for cooking meat soup	Misselection of v1 for past event	Interlingual transfer
174	Because my father come back home	Because my father came back home	Misselection of v1 for past event	Interlingual transfer
175	After that i am and my father fishing in behind my home	After that i and my father fished behind my home	Misselection of v-ing for past event	Intralingual transfer
176	I get many fish	I got many fish	Misselection of v1 for past event	Interlingual transfer
Student 27				
177	I'm and my family go to my house uncle in palembang	I and my family went to my uncle's house	Misselection of v1 for past event	Interlingual transfer
178	I go to house uncle ride train	I went to uncle's house by train	Misselection of v1 for past event	Interlingual transfer
179	It is first time i'm ride train	It was the first time i rode the train	Misselection of v1 for past event	Interlingual transfer

180	I go to train station in karang ride bus	I went to train station in Karang by bus	Misselection of v1 for past event	Interlingual transfer
181	Before enter to train	Before entered to train	Omission of -ed	Interlingual transfer
182	Secutiry help i'm and family to check-in	Security helped me and family to check-in	Omission of -ed	Interlingual transfer
183	I'm give the ticket	I gave the ticket	Misselection of v1 for past event	Interlingual transfer
184	And i can to sit	And i could sit	Missformation modal for past tense	Interlingual transfer
185	I'm also see view from the window	I also saw the view from the window	Misselection of v1 for past event	Interlingual transfer
186	I arive palembang at 21.00	I arrived palembang at 9.p.m	Omission of -ed	Interlingual transfer
187	In station my uncle has wait i and my family	In the station my ucle had waited me and my family	Misselection of v1 for past event	Interlingual transfer
188	We are go to my house uncle by car	We went to my uncle's house by car	Misselection of v1 for past event	Interlingual transfer
189	Arrived house i stright sleeping	Arriving at home i staight slept	Misselection of v-ing for past event	Intralingual transfer
Student 28				

190	I and my family celebrate of idul adha	I and my family celebrated of idul adha	Omission of -ed	Interlingual transfer
191	After i come back to mosque	After i came back from mosque	Misselection of V1 for past event	Interlingual transfer
192	I help my mother to cleaning home	I helped my mother to clean home	Omission of – ed	Interlingual transfer
193	I and my family eaten meat	I and my family ate meat	Misselection of verb for past event	Intralingual transfer
194	I help my mother to wash plate	I helped my mother to wash plate	Omission of – ed	Interlingual transfer
195	My grandmother new come back to Jakarta	My grandmother just came back from Jakarta	Misselection of V1 for past event	Interlingual transfer
196	I can celebrated this idul adha with my family	I could celebrate this idul adha with my family	Missformation of modal for past event	Intralingual transfer
197	I can helped my mother	I could help my mother	Missformation of modal for past event	Intralingual transfer
198	I can met my grandmother	I could meet grandmother	Missformation of modal for past event	Interlingual transfer
199	I can maked a group with my family	I could make a group with my family	Missformation of modal for past event	Intralingual transfer

Student 29				
200	I go to pringsewu to celebrate idul adha	I went to pringsewu to celebrate idul adha	Misselection of v1 for past event	Interlingual transfer
201	I go to talang indah park	I went to talang indah park	Misselection of v1 for past event	Interlingual transfer
202	I go with my family by car	I went with my family by car	Misselection of v1 for past event	Interlingual transfer
203	There are many location to photo	There were many places to took a photo	Omission of verb	Interlingual transfer
204	There is many stall sell food and drink	There were many stalls sold food and drink	Misselection of v1 for past event	Interlingual transfer
Student 30				
205	I go to camping in Tegal Binangun field	I went to camp in Tegal Binangun field	Misselection of v1 for past event	Interlingual transfer
206	I follow camping with group scout	I followed the camping with my SMP boyscout group	Omission of – ed	Interlingual transfer
207	I'm follow investigate nature	I followed natural adventure	Omission of – ed	Interlingual transfer
208	In night we visit by family	In the night we were visited by	Inappropriate use of passive	Communication strategy

		family	voice	
209	We are bring food and blanket	We were brought food and blanket	Inappropriate use of passive voice	Communication strategy
210	I camping three day two night	I camped for three days two nights	Misselection of v-ing for past event	Intralingual transfer
211	I'm go to home ride truck until school	I went home by truck until to the school	Misselection of v1 for past event	Interlingual transfer
212	Next i'm pick up by my father	Next i was picked up by my father	Inappropriate use of passive voice	Communication strategy
Student 31				
213	After i come back to mosque	After i came back from mosque	Misselection of V1 for past event	Interlingual transfer
214	I help my mother to cleaning home	I helped my mother to clean home	Omission of – ed	Interlingual transfer
215	The first i and my family eat soup	The first i and my family ate soup	Misselection of V1 for past event	Interlingual transfer
216	I help my mother to wash plate	I helped my mother to wash plate	Omission of – ed	Interlingual transfer
217	I can celebrate this idul adha with my family	I could celebrate this idul adha with my family	Missformation of modal for past tense	Interlingual transfer

218	I can help my mother	I could help my mother	Missformation of modal for past tense	Interlingual transfer
219	I can met my grandmother	I could meet my grandmother	Missformation of modal for past tense	Interlingual transfer
Student 32				
220	I burn fish in my home together family	i burned fish in my home with family	Omission of – ed	Interlingual transfer
221	We can gather	We could gather	Missformation of modal for past tense	Interlingual transfer
222	Family other come to my home	Other family came to my home	Misselection of v1 for past event	Interlingual transfer
223	And follow celebrate idul adha together	And followed to celebrate idul adha together	Omission of – ed	Interlingual transfer
Student 33				
224	I celebrate with my brother and my sister there	I celebrated with my brother and my sister	Omission of – ed	Interlingual transfer
225	In 12.00 night people turn on fireworks anywhere	At 0.00 a.m people turned on the fireworks anywhere	Omission of – ed	Interlingual transfer
226	In afternoon I go to monas	At afternoon i went to monas	Misselection of v1 for past event	Interlingual transfer

227	I know history of monas	I knew the history of monas	Misselection of v1 for past event	Interlingual transfer
228	I also go up	I also went up	Misselection of v1 for past event	Interlingual transfer
229	And look jakarta city from top monas	And looked jakarta city from top of monas	Omission of – ed	Interlingual transfer
Student 34				
230	Yesterday i and family fast before sholat id in mosque	Yesterday i and family fasted before prayed id adha in the mosque	Omission of – ed	Interlingual transfer
231	I and family cancel fast	I and family cancelled the fasting	Omission of – ed	Interlingual transfer
232	I and family receive meat goat	I and family received meat goat	Omission of – ed	Interlingual transfer
233	I and family burn meat goat	I and family burned meat goat	Omission of – ed	Interlingual transfer
234	After ripe we eat	After ripe we ate	Misselection of v1 for past event	Interlingual transfer
235	Next i go to and friend	Next i went with friend	Misselection of v1 for past event	Interlingual transfer
236	I go to house my	I went to my	Misselection of	Interlingual

	friend	firend's house	v1 for past event	transfer
237	We playing together until evening	We played together until evening	Misselection of v-ing for past event	Intralingual transfer
238	And i go to home	And i went home	Misselection of v1 for past event	Interlingual transfer
239	I straight prepare my book	I straight prepared my book	Omission of – ed	Interlingual transfer
Student 35				
240	I and my family celebrate of idul adha	I and my family celebrated of idul adha	Omission of – ed	Interlingual transfer
241	After i come back to mosque	After i came back from mosque	Misselection of V1 for past event	Interlingual transfer
242	I help my mother to cleaning home	I helped my mother to clean the house	Omission of – ed	Interlingual transfer
243	I and my family eaten meat	I and my family ate meat	Misselection of verb for past event	Intralingual transfer
244	I can celebrated the idul adha with my family	I could celebrate the idul adha with my family	Missformation of modal for past tense	Intralingual transfer
245	I can helped my mother	I could help my mother	Missformation of modal for past tense	Intralingual transfer

246	I can met my grandmother	I could meet my grandmother	Missformation of modal for past tense	Interlingual transfer
247	I hope idul adha tomorrow i can maked a group with my family	I hoped idul adha next year i could make a group with my family	Missformation of modal for past tense	Interlingual transfer
Student 36				
248	I not go anywhere	I did not go anywhere	Inappropriate use of negative	Communication strategy
249	I spending time with my family in home	I spent the time with my family at home	Misselection of v-ing for past event	Intralingual transfer
250	I, my brother and my sister help mother	I, my brother and my sister helped my mother	Misselection of v1 for past event	Interlingual transfer
251	We take care my mother everyday	We took care my mother every day	Misselection of v1 for past event	Interlingual transfer
252	We cooking, washing cloth and cleaning home	We cooked, washed the cloth and cleaned the house	Misselection of v-ing for past event, Misselection of v-ing for past event, Misselection of v-ing for past event	Intralingual transfer, Intralingual transfer, Intralingual transfer
253	Evening until night we watching tv	Evening until night we watched tv	Misselection of v-ing for past event	Intralingual transfer

254	When my mother can walking again	When my mother could walk again	Missformation modal for past tense	Intralingual transfer
255	In the night we gather and watching fireworks in home	In the night we gathered and watched fireworks in front of home	Omission of –ed, Misselection of v-ing for past event	Interlingual transfer, Intralingual transfer

Appendix 5

The Classification of Students' Errors

Student	The Classification of Error									Total
	Om -ed	Msl V1	Msl V- ing	Msl verb for past	Msf mod al	In pass ive	Om verb	Add be	Neg ativ e trsf	
Student 1	1	5	1							7
Student 2		4	1				1			6
Student 3	1	3				1				5
Student 4	4	4			1		2			11
Student 5		4	1				1			6
Student 6		4	1				1			6
Student 7	3	3								6
Student 8	3	2	4	2	3				1	16

Student 9	5	8								13
Student 10		3								3
Student 11	2	2			3					7
Student 12		3							1	4
Student 13		3	1		1					5
Student 14		1		2			2			5
Student 15	1	2	5				1			9
Student 16	2	3	3		1					9
Student 17	1	4								5
Student 18	4	8			1	2	1		2	18
Student 19		1		3	1					5
Student 20		4	1				1			6
Student 21	2	2		1	3					8
Student 22	2	3	1			1				7

Student 23	1	5	1		1					8
Student 24	3	1								4
Student 25	1	1						2		4
Student 26		4	1							5
Student 27	3	8	1		1					13
Student 28	3	2		1	4					10
Student 29		4					1			5
Student 30	2	2	1			3				8
Student 31	2	2			3					7
Student 32	2	1			1					4
Student 33	3	3								6
Student 34	5	4	1							10
Student 35	2	1		1	4					8
Student 36	1	2	6		1				1	11

Total	59	116	30	10	30	7	11	2	5	270
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Appendix 6

The Classification of Students' Sources of Errors

The Student	Source of Error				Total
	Interlingual Transfer	Intralingual Transfer	Context of Learning	Communication Strategy	
Student 1	6	1			7
Student 2	4	1		1	6
Student 3	5				5
Student 4	10	1			11
Student 5	4	1		1	6
Student 6	4	1		1	6
Student 7	6				6
Student 8	5	11			16
Student 9	13				12
Student 10	3				3

Student 11	6	1			7
Student 12	4				4
Student 13	3	2			5
Student 14	1	2		2	5
Student 15	3	5		1	9
Student 16	6	3			9
Student 17	5				5
Student 18	13	1		4	18
Student 19	1	4			5
Student 20	4	1		1	6
Student 21	5	3			8
Student 22	5	1		1	7
Student 23	6	2			8
Student 24	4				4
Student 25	4				4
Student 26	4	1			5
Student 27	12	1			13
Student 28	6	4			10
Student 29	5				5
Student 30	4	1		3	8
Student 31	7				7
Student 32	4				4

Student 33	6				6
Student 34	9	1			10
Student 35	5	3			8
Student 36	3	7		1	11
Total	195	59	0	16	272
Percentage	72,22 %	21,85 %	0 %	5,93 %	100 %

Appendix 7

Interview Guideline for the English Teacher in the Preliminary Research

Interviewer : Umi Afifa

Interviewee : Hj. Dedeh Atini, S.Pd

Location of Interview : SMP Negeri 1 Sumberejo

Interview Topic : Writing Ability

1. How Many eighth grade students at SMP N 1 Sumberejo ?
2. Are students enthusiastic in learning English ?
3. What is the ability of students in writing skill ?
4. What class is most prominent in writing skill ?
5. How the students's grammar ability in writing ?
6. What class has the lowest ability ?

Appendix 8

The Result of Interview for English Teacher at SMPN 1 Sumberejo

Nama : Hj. Dedeh Atini, S.Pd

Jabatan : Guru Bahasa Inggris di SMPN 1 Sumberejo

The following of interview the English teacher

No	Question	Answer	Conclusion
1	Ada berapa banyak siswa kelas VIII ?	Ada enam kelas, dari kelas VIII.A sampai Kelas VIII.F, tiap kelas ada 32 orang, semuanya berjumlah 172 siswa	Banyak siswa kelas VIII ada 172 siswa dan terbagi menjadi enam kelas, VIII.A sampai VIII.F
2	Apakah siswa antusias dalam belajar Bahasa Inggris ?	Tidak semua siswa antusias dalam mengikuti pembelajaran bahasa inggris, karena bahasa asing, siswa juga belum memiliki wawasan yang bagus sehingga mmotivasi untuk belajar bahasa inggris masih kurang	Tidak semua siswa antusias dalam belajar bahasa inggris
3	Bagaimana	Bagi siswa yang memiliki	Ada siswa yang

	kemampuan writing siswa dalam belajar bahasa inggris ?	kemampuan bagus pada skill lainnya, maka bagus pula pada kemampuan writing. Namun ada juga siswa yang tidak bisa di skill lainnya dan malah bagus di dalam skill writing	memiliki kemampuan writing yang bagus ada pula yang kurang bagus
4	Pada kelas apakah yang memiliki kemampuan writing paling menonjol ?	Pada kelas VIII.F dan VIII.C	Kelas VIII.F dan VIII.C adalah kelas yang terlihat paling bagus writingnya.
5	Bagaimana pemahaman siswa tentang grammar didalam keterampilan writing ?	Grammar tidak menjadi fokus, namun tetap disambungkan dengan materi karena termasuk pokok Bahasa Inggris. Ada siswa yang memang bisa untuk nilai yang bagus ada juga yang nilainya sedang.	Ada siswa yang memiliki pemahaman yang bagus dan ada pula yang kurang pada grammar
6	Apakah siswa diberikan latihan atau tugas ?	Iya, setiap jam pelajaran diberikan latihan atau tugas yang sifatnya terstruktur yang tidak terlalu berat namun mengarahkan siswa ke pembelajaran berikutnya.	Siswa diberikan tugas atau latihan setiap jam pelajaran guna mengarahkan siswa ke pembelajaran berikutnya
7	Kelas apa yang paling rendah kemampuannya dalam kesehariannya ?	Kelas B	Kelas B adalah kelas yang paling rendah kemampuannya dalam belajar bahasa Inggris

Appendix 9

Structure Interview for the Students

1. Apakah kamu menggunakan tata bahasa indonesia dalam membuat kalimat bahasa inggris?
2. Bagaimana kamu menerjemahkan bahasa indonesia ke dalam bahasa inggris?
3. Apakah ada perbedaan tata bahasa indonesia dan tata bahasa inggris?
4. Apakah kamu memahami tata bahasa inggris dengan baik?
5. Apa yang kamu ketahui tentang action verb?
6. Apakah texbook yang digunakan sudah menjelaskan secara rinci dan dengan disertai contoh-contoh yang menarik tentang recount text?

7. Apakah guru selalu menyampaikan materi dengan jelas?
8. Apakah setiap jam pelajaran bahasa inggris menggunakan bahasa inggris sebagai sarana komunikasi di dalam kelas?
9. Apakah di dalam kelas disediakan sarana prasarana yang menunjang proses belajar bahasa inggris?
10. Bagaimana cara guru menjelaskan materi recount text? Dapatkah kamu mengerti melalui cara tersebut?

Appendix 10

The Result of Students Interview

Student 1

11. Iya
12. Menggunakan kamus perkata
13. Iya
14. Sedikit
15. Kata kerja
16. Sudah
17. Iya, selalu
18. Iya kadang-kadang
19. Iya
20. Menunjukkan contoh. Iya lumayan

Student 2

1. Iya
2. Menggunakan kamus dan mencarinya perkata
3. Ada
4. Ya
5. Action verbs adalah kata kerja yang menunjukkan tindakan

6. Ya
7. Ya
8. Ya
9. Iya
10. Dengan cara bekerja kelompok

Student 3

1. Ya
2. Perkata menggunakan kamus
3. Ada
4. Tidak
5. Kata kedua
6. Sudah bahkan membuat saya memahami materi
7. Iya
8. Iya terkadang diselipkan Bahasa Indonesia
9. Tidak
10. Singkat padat dan jelas

Student 4

1. Ya
2. Perkata melihat kamus
3. Ada
4. Tidak
5. Kata ke dua
6. Sudah, bahkan membuat saya mudah memahami materi
7. Iya
8. Iya terkadang diselipkan Bahasa Indonesia
9. Tidak
10. Singkat, padat dan jelas

Student 5

1. Ya
2. Menggunakan kamus
3. Ada
4. Ya
5. Kata kerja yang menunjukkan tindakan
6. Ya
7. Ya
8. Ya
9. Ya

10. Dengan cara bekerja kelompok

Student 6

1. Ya
2. Menggunakan kamus dan mencarinya dengan perkata
3. Ya
4. Ya
5. Kata kerja yang menunjukkan tindakan
6. Ya
7. Ya
8. Ya
9. Ya
10. Dengan cara bekerja kelompok

Student 7

1. Ya
2. Menggunakan kamus Indonesia Inggris
3. Ada
4. Iya dan tidak
5. Kata imbuhan / Konjungsi
6. Iya
7. Iya
8. Iya
9. Iya
10. Tidak dapat memahami

Student 8

1. Ya
2. Menggunakan kamus
3. Ada
4. Iya dan tidak
5. Kata imbuhan / Konjungsi
6. Iya
7. Iya
8. Iya
9. Iya
10. Tidak dapat memahami

Student 9

1. Ya

2. Perkata dengan kamus
3. Ya
4. Tidak
5. Kata kerja tindakan
6. Ya
7. Ya
8. Kadang-kadang
9. Tidak
10. Membaca dari buku. Iya mengerti

Student 10

1. Iya
2. Dengan melihat kamus
3. Ada
4. Belum
5. Kata kerja
6. Sudah
7. Tidak
8. Kadang-kadang
9. Tidak
10. Dengan cara membaca dan dijelaskan dan dapat dimengerti

Student 11

1. Iya
2. Dengan melihat kamus
3. Ada
4. Belum
5. Kata kerja
6. Sudah
7. Tidak
8. Kadang-kadang
9. Tidak
10. Dengan cara membaca dan dijelaskan. Dan dapat dimengerti

Student 12

1. Ya
2. Dengan kamus
3. Ya
4. Tidak
5. Kata kerja

6. Ya
7. Ya
8. Ya
9. Iya, tapi tidak lengkap
10. Menjelaskan dari buku dan memberi contoh. Iya mengerti.

Student 13

1. Tidak
2. Menggunakan kamus
3. Ada
4. Lumayan
5. Kata kerja
6. Iya
7. Iya
8. Iya
9. Tidak
10. Menjelaskan dan memberikan contoh agar dapat dimengerti

Student 14

1. Iya kadang-kadang
2. Perkata menggunakan kamus
3. Iya, ada
4. Tidak terlalu
5. Bentuk kata kerja
6. Sudah
7. Iya
8. Tidak selalu
9. Tidak semua
10. Diskusi. Lumayan

Student 15

1. Tidak
2. Menggunakan kamus
3. Ada
4. Iya
5. Kata kedua
6. Sudah, bahkan membuat saya mudah mengerti
7. Iya dengan jelas

8. Iya terkadang
9. Tidak
10. Singkat, padat dan jelas

Student 16

1. Iya
2. Menggunakan kamus
3. Iya
4. Tidak
5. Kata kedua
6. Sudah, bahkan membuat saya mudah memahami materi
7. Iya
8. Tidak
9. Tidak
10. Singkat, padat dan jelas

Student 17

1. Ya
2. Menggunakan kamus
3. Ada
4. Belum
5. Tidak
6. Sudah, bahkan membuat saya mudah memahami materi
7. Ya
8. Ya
9. Tidak
10. Singkat, padat dan jelas

Student 18

1. Ya
2. Menggunakan kamus
3. Ya
4. Tidak juga
5. Kata perbuatan
6. Ya
7. Ya
8. Ya/ kadang-kadang
9. Tidak
10. Tidak juga

Student 19

1. Ya
2. Kamus
3. Tidak
4. Tidak
5. Kata kerja kedua
6. Tidak
7. Ya
8. Ya
9. Tidak
10. Literasi. Ya

Student 20

1. Ya
2. Menggunakan kamus
3. Ada
4. Ya
5. Kata kerja yang menunjukkan tindakan
6. Ya
7. Ya
8. Ya
9. Ya
10. Dengan cara bekerja kelompok

Student 21

1. Iya
2. Menggunakan kamus
3. Ada
4. Lumayan
5. Kata kerja
6. Iya
7. Iya
8. Iya
9. Tidak
10. Menjelaskan dan memberikan contoh agar dapat dimengerti

Student 22

1. Iya

2. Menggunakan kamus
3. Iya
4. Tidak
5. Kata kedua
6. Sudah, bahkan membuat saya mudah memahami materi
7. Iya
8. Tidak
9. Tidak
10. Singkat, padat dan jelas

Student 23

1. Iya
2. Memakai kamus
3. Ada
4. Belum
5. Kata kerja
6. Iya
7. Iya
8. Iya
9. Iya
10. Menjelaskan/ dan mengajarkan dengan mudah dimengerti

Student 24

1. Iya
2. Menggunakan kamus, kata-perkata
3. Iya ada
4. Sedikit
5. Kata kerja
6. Sudah
7. Iya
8. Iya
9. Iya
10. Membaca, tanya jawab

Student 25

1. Iya
2. Dengan menggunakan kamus
3. Ada
4. Tidak
5. Action verb yaitu kata kerja kedua
6. Ya

7. Ya
8. Ya
9. Tidak
10. Dengan cara literasi dan mengerjakan soal

Student 26

1. Iya
2. Perkata dengan kamus
3. Ada
4. Sedikit
5. Kata kerja aksi
6. Sudah
7. Iya
8. Kadang-kadang
9. Iya
10. Menjelaskan secara urut. Iya

Student 27

1. Ya
2. Menggunakan kamus
3. Ya
4. Ya
5. Kata perbuatan
6. Ya
7. Ya
8. Tidak
9. Tidak
10. Ya

Student 28

1. Tidak
2. Menggunakan kamus
3. Ada
4. Belum
5. Kata kerja
6. Sudah
7. Iya
8. Kadang-kadang
9. Sebagian menggunakan
10. Menjelaskan dan memberikan contoh agar dapat dimengerti

Student 29

1. Iya
2. Menggunakan kamus perkata
3. Ada
4. Tidak terlalu paham
5. Kata kerja tindakan
6. Iya
7. Iya
8. Iya, tapi kadang-kadang
9. Lumayan
10. Tanya jawab, lalu dijelaskan. Iya

Student 30

1. Ya
2. Pakai kamus/mikir
3. Ada
4. Tidak
5. Kata ke dua
6. Sudah, bahkan membuat saya mudah memahami materi
7. Iya
8. Iya terkadang memakai bahasa Indonesia
9. Tidak
10. Singkat, padat dan jelas

Student 31

1. Iya
2. Memakai kamus
3. Ada
4. Belum
5. Kata kerja
6. Iya
7. Iya
8. Iya
9. Tidak
10. Menjelaskan dan memberikan contoh agar dapat dimengerti

Student 32

1. Iya

2. Menggunakan kamus Indonesia Inggris
3. Iya
4. Iya dan tidak
5. Kata imbuhan/konjungsi
6. Iya
7. Iya
8. Iya
9. Iya
10. Tidak dapat memahami

Student 33

1. Ya
2. Menggunakan kamus (perkata)
3. Ya
4. Belum/tidak
5. Kata yang menunjukkan suatu perbuatan (aksi)
6. Tidak
7. Tidak selalu
8. Tidak selalu
9. Tidak
10. Dengan menggunakan percakapan Bahasa Inggris. Ya

Student 34

1. Iya
2. Menggunakan kamus Bahasa Inggris, perkata melihat kamus
3. Ada
4. Tidak terlalu paham
5. Kata kerja aktif/kedua
6. Sudah, tapi kurang menarik
7. Iya, tapi saya belum terlalu paham
8. Tidak
9. Iya
10. Tidak

Student 35

1. Tidak
2. Dengan kamus
3. Ada
4. Belum
5. Kata kerja
6. Sudah

7. Jelas
8. Kadang-kadang
9. Sebagian menggunakan
10. Dengan cara membaca dan dijelaskan. Dan dapat dimengerti

Student 36

1. Ya
2. Menggunakan kamus
3. Ya
4. Tidak
5. Kata yang menunjukkan suatu perbuatan (aksi)
6. Tidak
7. Tidak selalu
8. Tidak selalu
9. Tidak
10. Dengan menggunakan percakapan Bahasa Inggris. Ya

Appendix 11

Transkrip interview students 1

Interviewee : Zea Zeta Iranu

Interviewer: Oke dek, namanya siapa ?

Interviewee: Zea Zeta Iranu miss.

Interviewer: ohh, emm miss nya mau sedikit wawancara tentang kamu belajar di kelas ya..

Interviewee : iyaa

Interviewer : ee.. yang pertama apakah kamu menggunakan tata bahasa indonesia dalam membuat kalimat bahasa inggris ?

Interviewee: iya

Interviewer: Bagaimana kamu menerjemahkan bahasa indonesia ke dalam bahasa inggris ?

Interviewee: Dengan menggunakan kamus

Interviewer : ee.. apakah ada perbedaan antara tata bahasa indonesia dan tata bahasa inggris ?

Interviewee: iya ada

Interviewer: apakah kamu memahami tata bahasa inggris dengan baik ?

Interviewee: iya

Interviewer: emm.. apa yang kamu ketahui tentang action verb?

Interviewee: kata yang menunjukkan suatu perbuatan atau aksi.

Interviewer : apakah textbook yang digunakan sudah menjelaskan secara rinci dan dengan disertai contoh-contoh yang menarik tentang recount text?

Interviewee: sudah

Interviewer : apakah guru selalu menyampaikan materi dengan jelas ?

Interviewee : iya

Interviewer : apakah setiap pelajaran bahasa inggris selalu menggunakan bahasa inggris sebagai sarana komunikasi di dalam kelas ?

Interviewee : tidak selalu

Interviewer : apakah di dalam kelas disediakan sarana prasarana yang menunjang proses belajar bahasa inggris ?

Interviewee: iya

Interviewer : bagaimana cara guru menjelaskan materi recount text ?

Interviewee : dengan menggunakan percakapan bahasa inggris.

Interviewer : dapatkah kamu memahami melalui cara tersebut ?

Interviewee : iya

Interviewer: ohh yaudah, terimakasih atas wawancaranya

Interviewee : iya sama-sama

Transkrip interview students 2

Interviewee : Andi Saputra

Interviewer: Oke dek, namanya siapa ?

Interviewee: Namanya Andi Saputra.

Interviewer: kakak mau minta tolong mau interview tentang kamu belajar di kelas ya..

Interviewee : iya kak

Interviewer : apakah kamu menggunakan tata bahasa indonesia dalam membuat kalimat bahasa inggris ?

Interviewee: iya kak

Interviewer: Bagaimana kamu menerjemahkan bahasa indonesia ke dalam bahasa inggris ?

Interviewee: perkata menggunakan kamus kak

Interviewer : apa ada perbedaan antara tata bahasa indonesia dan tata bahasa inggris ?

Interviewee: ada

Interviewer: apakah kamu memahami tata bahasa inggris dengan baik ?

Interviewee: tidak

Interviewer: apa yang kamu ketahui tentang action verb?

Interviewee: kata kedua

Interviewer : apakah textbook yang digunakan sudah menjelaskan secara rinci dan dengan disertai contoh-contoh yang menarik tentang recount text?

Interviewee: sudah, bahkan membuat saya memahami materi

Interviewer : apakah guru selalu menyampaikan materi dengan jelas ?

Interviewee : iya

Interviewer : apakah setiap jam pelajaran bahasa inggris selalu menggunakan bahasa inggris sebagai sarana komunikasi di dalam kelas ?

Interviewee : terkadang diselipkan bahasa indonesia

Interviewer : apakah di dalam kelas disediakan sarana prasarana yang menunjang proses belajar bahasa inggris ?

Interviewee: tidak

Interviewer : bagaimana cara guru menjelaskan materi recount text ?

Interviewee : singkat padat dan jelas

Interviewer : dapatkah kamu memahami melalui cara tersebut ?

Interviewee : iya

Interviewer: oke terimakasih ..atas interviewnya.

Interviewee : iya sama-sama

Transkrip interview students 3

Interviewee : Vio Anggara

Interviewer: Oke, kakak mau nanya-nanya kamu belajar di sekolah ya ?

Interviewee: iyaa

Interviewer : eem.. apakah kamu menggunakan tata bahasa indonesia dalam membuat kalimat bahasa inggris ?

Interviewee: iya kak, begitu

Interviewer: Bagaimana kamu menerjemahkan bahasa indonesia ke dalam bahasa inggris ?

Interviewee: menggunakan rumus atau perkata

Interviewer : rumus ?

Interviewee : ehh bukan deng, kamus

Interviewer : apa ada perbedaan antara tata bahasa indonesia dan tata bahasa inggris ?

Interviewee: iya, begitu

Interviewer: apakah kamu memahami tata bahasa inggris dengan baik ?

Interviewee: belum kak

Interviewer: apa yang kamu ketahui tentang action verb?

Interviewee: kata yang menunjukkan suatu perbuatan atau aksi.

Interviewer : apakah textbook yang digunakan sudah menjelaskan secara rinci dan dengan disertai contoh-contoh yang menarik tentang recount text?

Interviewee: tidak juga

Interviewer : apakah guru selalu menyampaikan materi dengan jelas ?

Interviewee : tidak selalu

Interviewer : apakah setiap jam pelajaran bahasa inggris selalu menggunakan bahasa inggris sebagai sarana komunikasi di dalam kelas ?

Interviewee : tidak selalu juga kak

Interviewer : apakah di dalam kelas disediakan sarana prasarana yang menunjang proses belajar bahasa inggris ?

Interviewee: tidak kak

Interviewer : bagaimana cara guru menjelaskan materi recount text ?

Interviewee : dengan menggunakan percakapan bahasa inggris.

Interviewer : dapatkah kamu mengerti melalui cara tersebut ?

Interviewee : ya

Interviewer: oke, terimakasih atas interviewnya

Interviewee : sama-sama kak..

Transkrip interview students 4

Interviewee : Farhatus Sania

Interviewer: Halo adek, namanya siapa ?

Interviewee: Farhatus Sania

Interviewer: emm, Ok, disini kakak mau tanya-tanya sedikit tentang kamu belajar Bahasa Inggris di kelas ya..

Interviewee : iya

Interviewer : Emm.. yang pertama apakah kamu menggunakan tata bahasa indonesia dalam membuat kalimat bahasa inggris ?

Interviewee: iya

Interviewer: Terus bagaimana kamu menerjemahkan bahasa indonesia ke dalam bahasa inggris ?

Interviewee: dengan melihat kamus

Interviewer : apa ada perbedaan antara tata bahasa indonesia dan tata bahasa inggris ?

Interviewee: ada..

Interviewer: apakah kamu memahami tata bahasa inggris dengan baik ?

Interviewee: belum

Interviewer: apa yang kamu ketahui tentang action verb?

Interviewee: kata kerja

Interviewer : apakah textbook yang digunakan sudah menjelaskan secara rinci dan dengan disertai contoh-contoh yang menarik tentang recount text?

Interviewee: sudah

Interviewer : apakah guru selalu menyampaikan materi dengan jelas ?

Interviewee : tidak

Interviewer : apakah setiap jam pelajaran bahasa inggris selalu menggunakan bahasa inggris sebagai sarana komunikasi di dalam kelas ?

Interviewee : kadang-kadang

Interviewer : apakah di dalam kelas disediakan sarana prasarana yang menunjang proses belajar bahasa inggris ?

Interviewee: tidak

Interviewer : bagaimana cara guru menjelaskan materi recount text ?

Interviewee : dengan cara membaca dan dijelaskan

Interviewer : terus, dapatkah kamu memahami melalui cara tersebut ?

Interviewee : iya, dapat dimengerti

Interviewer: oke terimakasih ..atas interviewnya.

Interviewee: sama-sama..

Appendix 12**INSTRUMENT OF THE RESEARCH**

Name :

Class :

Student's No :

Instruction:

1. Write your name and class on the top of the paper.
2. The duration of writing is 80 minutes.
3. Use time effectively!
4. Work Individually!

Directions:

1. Make a recount text that consists of 75-150 words.
2. Write a recount text by choosing one of the topics below:
 - My Holiday
 - Unforgettable experience

Appendix 13

Documentation



Classroom situation when students wrote their recount text.



The researcher asked students to correct their writing by themselves



Students corrected their writing based on the researcher's guidance